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REGIONAL CENTER FOR COLLECTION, SYNTHESIS AND DISSEMINATION OF CAREER INFORMATION FOR USE BY SCHOOLS OF SAN DIEGO COUNTY (DEVELOPMENTAL), JULY 1, 1966 - JUNE 30, 1967.
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THE PROVISION OF OCCUPATIONAL INFORMATION ON MICROFILM APERTURE CARDS (VIEW) IS VALUABLE TO BOTH STUDENTS AND COUNSELORS. THIS SYSTEM CAN INCREASE THE EFFECTIVENESS OF THE SCHOOL VOCATIONAL GUIDANCE SERVICE BECAUSE THE MATERIALS ARE EASY TO READ WITH CURRENT, WELL-ORGANIZED INFORMATION. COUNSELORS PERCEIVE VIEW MATERIALS AS AN AID WHICH SAVES TIME AND INCREASES THE AMOUNT OF INFORMATION AVAILABLE. THE VIEW SYSTEM ATTRACTS STUDENTS, WHO HAD NOT USED OCCUPATIONAL INFORMATION FREQUENTLY, TO THE USE OF OCCUPATIONAL FILES. STUDENT REACTION TO THE PROJECT IS FAVORABLE. THE VIEW SYSTEM ALSO INCREASES INTERSTAFF PARTICIPATION. ACTIVITIES OF THE CAREER INFORMATION CENTER DURING THE 1966-67 YEAR HAVE SHOWN THAT--(1) A SUMMER WORKSHOP FOR COUNSELORS WHICH PROVIDES INSTRUCTION IN VOCATIONAL GUIDANCE AND EXPERIENCE IN ENTRY LEVEL OCCUPATIONS IS VALUABLE, (2) POSITIVE COMMUNITY REACTION TO THE VIEW PROJECT AND TO A SUMMER WORKSHOP EXISTS, AND (3) VOCATIONAL TRAINING PROVIDED BY THE JUNIOR COLLEGES IS PERCEIVED BY THE STUDENTS AS NECESSARY AND VALUABLE IN THEIR CHOSEN CAREER. (PS)

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Edwin A. Whitfield
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Office of Education Grant Number
OEG-4-6-061620-1899, Vocational
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Department of Education, San Diego County
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(Developmental)

(July 1, 1966 - June 30, 1967)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The junior college follow-up questionnaire was adapted from survey instruments developed by Dr. Kenneth B. Hoyt for use in the Specialty Oriented Student Research Program at the University of Iowa.

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PROJECT SUMMARY

The objectives of the developmental phase of the Career Information Center, conducted from July 1, 1966, through June 30, 1967, were the following: First to prepare, disseminate, and update occupational information on jobs requiring less than a baccalaureate degree for which local training was available in San Diego County. Second, to conduct inservice meetings with counselors and teachers on the professional utilization of these occupational materials. Third, to sponsor a summer career guidance workshop for counselors providing them with pertinent experiences in local entry occupations to aid them in their work with students. Fourth, to record and disseminate the reactions of these counselors to this experience for the use of other counselors and students within San Diego County. Fifth, to follow up selected graduates from training programs in the six local junior colleges to obtain their reactions to the instruction received and their analysis of their current positions. An additional function of the Career Information Center was to prepare a filmstrip depicting the activities of the Center. This filmstrip could then be used to orient students, counselors, and other school personnel to the services offered by the Career Information Center.

During the developmental phase, career information was produced for all occupations requiring less than a baccalaureate degree for which training was available in San Diego County. This resulted in approximately 200 eight-page job descriptions. This information was disseminated to twelve participating schools and an evaluation of the materials and dissemination procedures was secured from the students, counselors, and school administrators.

The dissemination vehicle used was a system based on the use of the microfilm aperture card. A two-card format was chosen for each occupation with the first card containing four pages of general information and a second card containing four pages of local information. Each of the twelve participating schools in the project was supplied with a microfilm reader and a reader-printer which enabled the students to project the microfilm copy on a screen and, if desired, print out hard copy for subsequent discussions with their counselors or parents. In addition, parameters pertinent to the occupation, such as aptitudes, length of training, restrictions, etc., were key-punched into each aperture card.

The main body of information for each occupation was prepared in a standardized format suitable for conversion into microfilm form. Each brief in its unconverted form consisted of four 8½" x 11" pages. A standardized heading was also chosen, the acronym VIEW (Vocational Information for Education and Work), and the briefs were referred to as VIEWscripts. Each of the pair of briefs for an occupation was put on microfilm which is mounted in an aperture card by use of a processor-camera.

The first four-page VIEWscript contained information about the occupation which was generally applicable throughout the country. The order of presentation of the information, however, differed from conventional practices. That is, a thorough look at the criteria which applicants must meet (including such items as physical health, verbal ability, character, training required, advantages and disadvantages) preceded any detailed description of the job itself. The second four-page VIEWscript for each occupation contained pertinent local information including a listing of local training institutions, a bibliography of locally produced studies and surveys relating to the field, and a listing of community resource people working in the occupation who had agreed to talk about their occupations directly with the students. The use of this two-card format could make it possible for the more general descriptive data to be prepared at a central location and the local information to be prepared regionally with the possibility of a card exchange between centers. The number of print-outs that could be produced from one aperture card is unlimited and the cost per copy is modest.

A summer workshop in entry employment was held during the time period June 27-August 5, 1966, which enabled ten high school and junior college counselors to study and observe the entry occupational patterns of selected businesses and industries in the Greater San Diego area and to relate to their experiences to the career and educational programs of the secondary schools and junior colleges. The participants spent four weeks on the job in entry occupations and two weeks in the classroom. The classroom activities were carefully articulated with the participants' experiences on the job. During the two weeks of instruction, the first week and the sixth week, the focus was on theory and process of vocational choice. The group had the additional responsibility of producing copy for a document describing entry employment in San Diego. This document was then distributed to all secondary school counselors in San Diego County for use in counseling students.

Meetings were held with representatives of the counseling departments and vocational education departments in each of the six junior colleges in San Diego County. From these meetings a questionnaire was agreed upon and it was decided that the June, 1966, graduates or certificate recipients in the programs common to all six junior colleges would be included in this survey. This resulted in a sample of 331 students in the business, electronic, and drafting programs in these junior colleges.

EVALUATION PROCEDURES

The evaluation of the VIEW materials and their use in the pilot schools involved several phases, each utilizing a different evaluation instrument.

Immediate Student Reaction Questionnaire

Immediately before and after using the VIEW aperture cards each student was asked to record his reaction on evaluation cards provided by the Career Information Center. These two cards elicited from the user his reaction to previous occupational information he had encountered and his comparison of it with the VIEWscripts. Other data collected by these instruments included referral source, frequency of use, grade level in school, high school grades, past vocational exploration, previous use of occupational information and other information.

Data collected by means of these instruments were recorded in two ways. First, the reactions of the students were tabulated and totals and percentages given for each of the questions. Second, a random sample of one-hundred students was drawn from the total questionnaires received, and where applicable, the z statistic was used to ascertain the significance of change in the reaction of the students to previous occupational information, and then to the VIEW materials.

Later Student Evaluation and Use

In early June 1967 a random sample of students who had used the VIEW occupational file in each of the twelve participating schools was drawn. Their reactions to the VIEW materials and their use of the information was elicited using a questionnaire designed for this purpose. Responses were then totaled and presented in the form of percentages.

Meetings with Student Groups

Group discussions were held with the students who had used the materials in the pilot schools. The purpose of these meetings was to more clearly and specifically identify student use of the project materials and to encourage any comments and criticisms that were not possible to elicit through the use of an objective type instrument.

Counselor Reaction

In June 1967 a questionnaire was administered to counselors working with the VIEW materials in the pilot schools. The purpose of this questionnaire was to obtain their reaction to and use of VIEW.

Evaluation of Summer Workshop

Two procedures were used in evaluating the effects of the six-weeks activities: (1) an evaluative questionnaire was administered to all counselor participants and, (2) an evaluation of the document VIEWPOINT, Entry Employment in San Diego, was conducted with each school counselor in San Diego County receiving the questionnaire. These two instruments were used to obtain the perceptions of the counselor participants as to the value of their six-weeks experiences and to obtain a general evaluation of the timeliness and usefulness of VIEWPOINT in the various schools.

RESULTS

The results obtained from the evaluation instruments used for the VIEW materials indicated that of the three major referral sources to the VIEW files (teachers, students, and counselors) most referrals came from the classroom teacher. In many cases the student indicated that his introduction to the files was a self-referral. The majority of the students used the materials only once and these users were usually high school students receiving average grades and who had decided only recently to investigate the occupation. Many of the students indicated that they had not used occupational information previous to coming to the VIEW files. Those students who did have some comparison basis for evaluation of VIEW (students who had used other types of occupational information) considered the VIEW occupational more helpful, understandable, realistic, interesting, complete, and up-to-date than the occupational information they had investigated previously (significant at .001). The microfilm reader-printer, either alone or in combination with the microfilm reader, was used by over three fourths of the students. A similar percentage of students also took a printed copy of at least some of the materials in the VIEW file. When students were asked to rank the overall method of presentation of the VIEW materials over three fourths also indicated they "very much" or "extremely" liked this method.

The later evaluation by high school students (N=175) generally supported the findings from the Immediate Reaction Questionnaires, that is, a majority of the students used the VIEW materials only once or twice and most indicated that they did take a printed copy of the information. Three fourths of the students said that the information had some or very much of an effect on their choice of a career. Students at this time were also queried regarding their utilization of the different aspects contained in the VIEWscripts. From this it was found that approximately one half of the students had made use of the printed sources of additional information listed, while conversely very few students used the resource people who had agreed to talk with students about their jobs. The aid of a counselor in verifying and utilizing information contained in the VIEWscripts was generally ignored by the students. Professional utilization of the VIEW materials in counseling situations with students seems to have been generally lacking in the schools. A majority of these students, however, did indicate that they sometimes or usually discussed the VIEWscripts with their parents.

The first four pages of information, or the general information, were the pages most printed out by the students. The local information was printed out by few students. Paradoxically, when students were asked to list the most valuable aspect of the VIEW materials, the local information, as well as the sources of additional information, was mentioned frequently.

Counselor Reaction

Generally, the twenty-one counselors returning the evaluation questionnaire indicated that in their estimation student reaction to the VIEWscripts was either favorable or very favorable. Approximately two thirds of the counselors said that the use of other vocational materials had increased since the installation of the VIEW materials and over three fourths indicated that there was at least some increase in interest in vocational guidance from the total school staff since the VIEW project was initiated in their schools. All counselors surveyed indicated that they used VIEW materials in classroom activities.

Evaluation - Summer Workshop

The results of the questionnaire sent to workshop participants indicated that a majority of the participants in the summer program felt they had become familiar with entry occupations in San Diego area and saw the on-the-job experience as a valuable aspect of their workshop experience. Most participants felt that they had gained the most information concerning entry jobs available in San Diego County, personnel practices of local businesses and industry, and entry level experience. They saw the greatest utility of the workshop experience in later counseling sessions with students concerning careers. The document VIEWPOINT produced by the participants was distributed to all schools in San Diego County. This document contained a record of the experiences of the participants in their job experiences. A questionnaire was sent to all pupil personnel workers in San Diego County who had received a copy of this document. Of the 103 counselors, administrators, and teachers who responded to the questionnaire, approximately one half indicated they had used previous VIEWPOINTS in the past. Of these, most indicated they had used it in conjunction with student occupational information files and in counseling with individual students. Also over one half of the respondents who had used VIEWPOINT indicated that the use of this document by students was greater than the use of other local occupational information. In comparing the usefulness of VIEWPOINT with other local information, 70 percent of the total respondents said that it was better or much better and only 4 percent indicated that it was not as good. Over three fourths of the total sample rated VIEWPOINT valuable or very valuable as a counseling tool while 47 percent indicated that student reaction to this document was either favorable or very favorable.

Junior College Follow-up Study

All students who graduated or received their Certificate of Confidence in June 1966 in the business, electronic, or drafting programs in the six junior colleges in San Diego were included in the survey, resulting in a total sample of 313 students. Three mailouts to these students resulted in a return of 224 questionnaires (71 percent). Caution was used in interpreting the results of the study for three reasons: First, most of the respondents had been enrolled in a business curriculum. Second, few of the respondents completed the entire questionnaire. And third, no statistical analyses were performed on the data received.

Generally, as a total student group the junior college graduate or certificate holder in the business, electronics, or drafting curricula of the San Diego junior colleges were 21 to 25 years old and perceived themselves as ranking approximately in the middle of their high school graduating class. They obtained information on their educational choice from many and diverse sources, but for the most part did not rely upon the help of their high school counselor. The majority of these students made the final decision to attend junior college while still in high school. These students tended to choose the junior college because of its nearness and perceived themselves as being rather independent in this choice. As a group, the students also tended to choose their occupation late in their senior year of high school or after. Many did switch programs from a college transfer to a terminal program after they had once entered the college. Generally one half of these students also indicated they were satisfied both with their choice of school and their choice of training and would repeat these choices again if given the opportunity. Electronics students more than the others indicated greater satisfaction with their training and with the first job they received as a result of this training. Conversely, this same group indicated less often than the other students that they would repeat this same choice. Drafting students on the other hand seemed to take advantage of the counseling help available to them during high school and seemed also to put forth more effort in investigating the junior college before enrolling (e.g., visiting the school), but yet less often received a first job related to their training and seemed more often to be dissatisfied with that job.

CONCLUSIONS

VIEW

Students, when made aware that pertinent information does exist and is available for them, will make use of this information in their decision making. Over 1700 students in the twelve pilot schools did take advantage of the VIEW files, and a majority of these students indicated that previously they had never or had infrequently used information of this type. Apparently the VIEW system motivated the students to use occupational information. The use of the materials at school in conjunction with the counselor was generally ignored by most of the students and points to the need for further emphasis in this area. The evaluation of students in ranking the VIEW materials in comparison with other materials of this nature was generally favorable, indicating that the VIEW approach to occupational information, both in the media used and the content and format of the occupational information itself, is viewed by the students as being of more value than the information they had used in the past. When one combines the favorable reaction of the counselors and students to this material in conjunction with the fact that the microfilm aperture card facilitates storage and retrieval and allows for continuous updating of the information, it is evident that the system developed by the San Diego County Department of Education Career Information Center holds promise for utilization in school systems throughout the nation.

The reactions of the counselors to the VIEW project indicated that the VIEW concept of an occupational file is wanted,needed, and enthusiastically supported by counselors in the public schools. The frequent use of VIEW materials in classroom situations emphasized the future implications of the materials for these purposes. There is, however, definite need to work with counselors concerning the effective use of the VIEW information or any information in counseling with students. The VIEW program to date has concentrated on student needs in providing students with realistic up-to-date vocational information. The next step in the project must include concentrated inservice work with the counselors and staffs in the schools where the VIEW project is in operation.

Summer Workshop

The reactions of the counselors who participated in the summer workshops in entry employment recommends such experiences for other counselors working with youth. Such an approach provided the working counselor with a valuable source of inservice education in both academic training and personnel experiences in entry types of employment. The reactions of San Diego businesses and industry to this workshop has shown that such community groups are more than willing to provide time and financial compensation to educators for such an experience. The experiences and results evident in San Diego indicated that such an approach is feasible in many areas where community groups and educators plan together to increase the effectiveness of counselors in working with students. The reaction to and use of VIEWPOINT, Entry Employment in San Diego, in the schools has shown that the knowledge and experiences gained by workshop participants can be shared throughout a school system.

Junior College Follow-up

Trends evident from the responses of the junior college vocational graduates indicated a need for both high school and junior college counselors to devote more time and aid to students in their decision-making process involving the choice of post-high school training and subsequent jobs. For many of these students, it appears, the choices regarding these matters are an individual matter and these choices later on result in both time consuming changes in training programs and occupations.

CHAPTER I

INTRODUCTION

Review of Related Research

Changes taking place in the occupational structure in the United States are leading to an increased awareness of the need to work closely with students concerning their vocational development. This need has been emphasized by several researchers, who have described the evident lack of planning and direction on the part of high school students concerning their post-high school goals (Holland 1958), (Venn 1964), (Hoyt 1962), and (Reed 1965).

Holland's (1958) research with National Merit Scholars provides extensive data supporting these needs. Douvan and Kaye (1964) in summarizing this research concluded that:

> "The dropout and exchange rates in American colleges suggest that something goes seriously awry in this choice process. . . The rates seem to reveal a widespread choice based on inappropriate or transitory needs. The shopping around that occurs after the adolescent is already in college must cause him a great deal of loss and unhappiness. One suspects, at least, that some of the grief might be prevented by the more careful counseling of students at the times of the initial decisions."

Others have shown that the influence of the high school faculty in post-high school training choices is mentioned infrequently by students when they are asked to identify reasons for their choices (Dole 1964), (Lipsett and Smith 1962).

Providing students with career information that is current, accurate, and readily understood has been the goal of vocational guidance specialists for many years. There is general agreement that the making of career choices by students is enhanced through the effective years with such information (Levitan 1966). Recently Hoyt (1965) pointed out a pressing need in this area when he said:

> "The kinds of assistance school counselors are being called on to give represent a largely new area of knowledge in the counseling and guidance field. In addition to learning about occupations at below college grade, counselors also have to know about training opportunities available to these youths. . . Counselors in our secondary schools must become as proficient at helping those who choose not to go to college as they currently are in assisting the college bound. We are not well prepared to meet this challenge in today's secondary schools."

This lack of information on the high school level was also implied by Venn (1964) when he said:

> "It is suggested that there are many students in academic programs of higher education for whom the law of diminishing returns has long since taken affect and who would find a fuller realization of their abilities and interests in a shorter term specialized occupational program beyond the high school."

In many school systems the provision of appropriate career information materials is more a goal than a reality. Such materials as are available come from diverse sources in varying formats and usually lack specificity to the local situation. Much of this occupational literature is also out of date due to the inescapable time lag inherent in conventional, production and dissemination procedures. The more current fugitive materials, since they've been prepared with an eye toward recruitment, cannot always be relied on for the objectivity desirable when students must make choices based on factual information.

A related problem arises from difficulties in filing and retrieving occupational information. Although numerous procedures have been developed, the results of a questionnaire (Appendix A) recently administered by the Department of Education, San Diego County, indicate that a majority of the students responding made limited use of the information contained in typical occupational files (Hoover 1965). Abundant evidence exists to substantiate these and related weaknesses of current programs for providing occupational information to students.

The need existed in San Diego County for current and accurate career information relating to local job opportunities requiring less than a baccalaureate degree. This fact was documented by the responses of students, counselors, and vocational educators on the questionnaire cited in the previous paragraph. The San Diego Metropolitan Area is an increasing population center and the demand will grow for information on local clerical, trade, and technical job opportunities.

A related need was the development of a program to provide information for school counselors concerning the vocational development and career plans of their students, information that would assist counselors in vocational guidance program development and in their work with individual students.

A Brief History and Description

In response to these needs, the Department of Education, San Diego County, on February 1, 1965, submitted a proposal for a pilot project to establish a Regional Career Information Center. Partial funding was provided by the California State Department of Education under the provisions of the Vocational Education Act of 1963 (P.L. 88-210). During

Phase One (February 1 - June 30, 1965) of this pilot project a needs assessment was undertaken to determine the type of career information desired by students and counselors and to devise appropriate procedures to disseminate the information to local schools. Extensive use was made of student reactor panels, advisory committees, questionnaire techniques, and outside consultants. At the termination of Phase One of this pilot project, a model system had been designed to collect, abstract, synthesize, produce, store, and disseminate career information to counselors, vocational teachers, advisers, and school administrators for use with students in the secondary schools of San Diego County.

The vehicle finally selected was a system based on use of the microfilm aperture card. Expendable elements in this system are inexpensive, can be easily updated and filed, and can be utilized directly by students and counselors at the school site as well as the Center itself. In addition, it is possible to key punch into the aperture card parameters pertinent to the specific occupation, including such items as minimum aptitude levels, sex restrictions, minimum educational level, special licenses required, and local training opportunities.

During Phase Two of this pilot project (July 1, 1965 - June 30, 1966), career information on fifty-five occupations in the hospital service field requiring less than a baccalaureate degree was disseminated on a pilot basis to six secondary schools in San Diego County. Student, counselor, and administrator evaluation was highly favorable and the decision was made to submit a proposal for a developmental project.

Developmental Phase 1966-67

The developmental project conducted during the 1966-67 school year produced career information for all occupations requiring less than a baccalaureate degree for which training was available in San Diego County. This resulted in approximately two hundred eight-page job descriptions. This information was disseminated to twelve participating schools and an evaluation of the materials and dissemination procedures was secured from the students, counselors, and school administrators.

During both the pilot and developmental phases each participating school was supplied a microfilm reader-printer (Filmac 400B) and a reader-scanner (DuKane Model 576-90). On the reader-scanner a student could read the information contained on an aperture card as he projected it on the viewing screen; then if he was interested in the occupation and wished to study further or discuss the information with his parents or counselor he could use the reader-printer to take a printout of the information on 8½- x 11-inch paper. The number of printouts that can be produced from one aperture card is unlimited and the cost per copy is modest.

In addition each school received the necessary supplies for the operation of the equipment (microfilm print paper and developing fluid), a deck of approximately four hundred aperture cards (containing two hundred eight-page occupational VIEWscripts) and several procedures manuals. (One deck of four hundred aperture cards and a Procedures Manual are filed with the reports.) Schools included in the 1966-67 developmental project (listed in Appendix B) also received a quantity of VIEW brochures (Appendix C) for distribution to their staffs.

The main body of information for each occupation, prepared in a standardized format suitable for conversion into microfilm form was contained in two occupational briefs. Sources of the information used in preparing the brief were publications from the regional and the state offices of the California Department of Employment, the Bureau of Labor Statistics, commercial publishers, and local employers. From these sources pertinent data were collected, abstracted, and synthesized. Each brief in its unconverted form consisted of four $8\frac{1}{2}$- x 11-inch pages. A standardized heading was also chosen--the acronym VIEW (Vocational Information for Education and Work), and the briefs were referred to as VIEWscripts. Each of the pair of briefs for an occupation was put on microfilm mounted in an aperture card by use of a processor-camera.

The first four-page VIEWscript contained information about the occupation which is generally applicable throughout the country. The order of presentation of the information, however, differed from conventional practice. Instead of beginning with a job description and a description of working conditions, a VIEWscript introduced the occupation with a very brief statement about the nature of the job accompanied by photographs of local workers on this job. A thorough look at criteria which aspirants must meet followed, including such items as physical health, verbal ability, and character. The second page of this VIEWscript contained a description of the occupation, its advantages and disadvantages, training required, salary, and other related information. The remaining two pages of the first VIEWscript contained general descriptive data about the requirements and opportunities of the occupation and references to further information.

The second four-page VIEWscript for the occupation contained pertinent local information, including a listing of local training institutions, a bibliography of locally produced studies and surveys relating to the field, and a listing of community resource people working in the occupation who agreed to talk about their occupations directly with individual students.

The use of a two-card format (Appendix D) make it possible for the more general descriptive data (pink card) to be prepared at a central location and the local information (green card) to be prepared regionally with the possibility of exchange between centers. All the aperture cards produced by the processor-camera became master film cards and were retained at the Career Information Center along with the master input documents. Using a card copier, Uniprinter 086, VIEWscripts were produced from the master film card on less expensive duplicate aperture cards for distribution to school counseling centers.

Additional duplicate aperture cards could be copied from these second generation cards if a school district would wish to supply each of its schools with the VIEWscripts.

Other activities conducted during the developmental stage included the sponsorship of a summer career guidance workshop for school counselors to enable area counselors to gain experience in entry occupations and to prepare a counseling handbook of San Diego area entry occupations, a followup of graduates of local secondary school technical and vocational training programs, periodic inservice meetings with personnel employed in participating pilot schools, and the preparation of a filmstrip depicting the activities of the Career Information Center.

Objectives

Specific objectives of the Career Information Center during the Developmental Stage (July 1, 1966 - June 30, 1967) were:

1. Prepare, disseminate, and update occupational information for which local training is available to twelve secondary schools.

2. Conduct inservice meetings with counselors and teachers for the professional utilization of the VIEW materials.

3. Sponsor a summer career guidance workshop for counselors so they may have current experiences in local entry occupations to aid them in their work with students. Record and disseminate their reactions to this experience for the use of other counselors and students.

4. Followup selected graduates from training programs in local junior colleges to obtain their reactions to instruction received and their analysis of their current positions. Data obtained from this study could aid in updating VIEWscripts.

5. Prepare a filmstrip depicting the activities of the Career Information Center. This filmstrip would be used locally to orient students, counselors, and other school personnel to the services offered by the Career Information Center. Other geographic areas wishing to establish similar vocational guidance services would also find such a film helpful.

CHAPTER II

METHODS AND PROCEDURES

For the most part the methods employed by the Career Information Center in developing Project VIEW have already been described in Chapter I. Since the 1966-67 operation was partially an extension and an expansion of these earlier steps it will not be repeated in total here. Instead this chapter will, in part, be devoted to the operations and further developments during the 1966-67 school year. Specific evaluation procedures employed are also described.

Collection, Synthesis and Dissemination of Vocational Materials

Various occupational materials were identified and collected to form a general basis for the VIEWscripts that were developed by the Career Information Center. Prior to this the Career Information Center (CIC) staff surveyed the public post-high school training institutions to identify jobs for which training was available in San Diego County and which did not require a college degree. An unexpected result of this survey was the discovery that there were not two hundred such vocational curricula as had been expected, but due to various differences in nomenclature the institutions were in essence offering similar types of training in many instances.

Consequently, after these curricula were throughly covered with VIEWscripts, a major concern of the CIC was providing students with meaningful job descriptions. To accomplish this a close working relationship was maintained with the Department of Employment's Youth Opportunity Center in San Diego, which provided both local information as well as serving as a valuable critic and editor for the VIEWscripts before they were placed in the schools. Committees made up of representatives from business, labor, government, and service organizations also served in a similar capacity. Periodic informal surveys of counselors and students in the twelve pilot schools also provided help in selecting jobs to be presented in the eight-page VIEWscripts.

For a complete discussion and pictoral description of the procedures of the 1966-67 operation of the Career Information Center the reader is referred to the sound filmstrip and printed guide. A copy of this filmstrip and guide is being filed with each copy of the final report.

Evaluation Procedures - VIEW

The evaluation of the materials and their use in the pilot schools involved several phases each utilizing a different instrument. These were:

1. Immediate Student Reaction

   Immediately before and after using the VIEW aperture cards each student was asked to record his reaction on evaluation cards provided by the Career Information Center (see Appendix E). These two cards elicited from the user his reaction to previous occupational information he had encountered and his comparison of it with the VIEWscripts concerning the understandability, realism, interest, completeness, and currency of the information. Other data collected by these instruments included referral source, frequency of use, grade level in school, high school grades, past vocational exploration, previous use of occupational materials, and other information.

Data collected by means of these instruments were recorded in two ways. First, the reactions of the students were tabulated and totals and percentages given for each of the questions. Second, a random sample of one-hundred students was drawn from the total questionnaires received and where applicable, the z statistic was used to ascertain the significance of change in the reactions of the students to other occupational information and then to the VIEW materials.

2. Later Student Evaluation and Use

In early June 1967 a random sample of students who had used the VIEW occupational file in each of the twelve participating schools was drawn and, using a questionnaire designed for this purpose (Appendix F), the reaction of these students to the VIEW materials and their use of the information presented in the eight pages was elicited. The responses were then totaled and presented in percentages.

3. Meetings with Student Groups

Group discussions were held with the students who had used the materials in the pilot schools. The purpose of these meetings was to more clearly and specifically identify student use of the project materials and to encourage any comments and/or criticisms that were impossible to determine through the use of objective-type instruments.

Summer Workshop in Entry Employment

The typical program of counselor education in institutions across the country offers candidates broad preparation in the field of guidance. Out of necessity, then, many areas of knowledge and skills needed by the counselors in the school setting receive brief attention in these programs. One such area is usually vocational-occupational information. Counselors also tend to have little knowledge of the experiences encountered by youth in their first employment after leaving or completing their formal training (Gerstein 1967).

A summer workshop in entry employment was held during the period June 27- August 5, 1966, enabling ten high school and junior college counselors to study and observe the occupational patterns of selected organizations of business and industry and to relate their experiences to the career and educational counseling programs of the secondary schools and junior colleges. The chief objective of the workshop was to familiarize counselors with entry occupations in selected group of participating businesses and industrial firms in the Greater San Diego area. Emphasis was placed on developing competence in assisting the young adult to find entry into the labor market with high school or junior college terminal education. The participants spent four weeks on the job in entry occupations and two weeks in the classroom. The classroom activities were carefully articulated with the participant's experiences on the job. Extensive use was made of resource and consultant personnel during this workshop.

During the two weeks of instruction, the first and the sixth week, the focus was on theory and process of vocational choice. The group had the additional responsibility of producing copy for a document concerned with entry employment in San Diego. This document was then distributed to all secondary school counselors in San Diego County for use in counseling students.

Evaluation of Summer Workshop

Two procedures were used in evaluating the effects of the six-week activities. First, an evaluative questionnaire was administered to all counselor participants in both the summer 1966 and 1967 workshops (Appendix H). Second, an evaluation of the document VIEWPOINT, Entry Employment in San Diego was conducted with each school counselor in San Diego County receiving this questionnaire (Appendix I).

The use of these two instruments was to obtain the perceptions of the counselor participants as to the value of their six-week experiences and then to obtain a general evaluation of the timeliness and usefulness of VIEWPOINT in the various schools. Five copies of VIEWPOINT, Entry Employment in San Diego Summer 1966 Supplement are filed with the reports.

Junior College Follow-up Study

Meetings were held with representatives of the counseling departments and vocational education department in each of the six junior colleges in San Diego County. At these meetings, a questionnaire adapted from Dr. Kenneth B. Hoyt's Specialty Oriented Student Research Program was agreed upon (Appendix J), and it was decided that June, 1966, graduates or certificate recipients in the programs common to all six junior colleges would be included in this survey. This resulted in a sample of 331 students in the business, electronic, and drafting programs in these junior colleges.

Five uses to be made of the results were also agreed upon. These were:

1. To provide junior college personnel with information concerning students' reactions to their experiences and placement data regarding the graduates.

2. To identify the perceptions, reactions, and choice patterns of students who tend to be more satisfied with their experiences, as well as those who are disappointed with their experiences in post-college situations.

3. To use the results of 2 in helping to identify areas needing more or less emphasis in dealing with students who are enrolled or intend to enroll in junior college programs.

4. To provide high school counselors with a picture of students' perceptions and choice patterns as they are deciding on their post-high school plans.

5. To provide high school students with a description of these choice patterns and perceptions and their immediate results as seen by their peers.

Career Information Center Filmstrip

A script describing the operations of the Career Information Center was prepared and through the use of the audio-visual and graphic arts services of the San Diego County Department of Education, the necessary technical work was arranged. Work progressed throughout the year in preparing the filmstrip.

CHAPTER III

RESULTS AND DISCUSSION

VIEW Utilization and Evaluation

During the developmental phase of the project, two slightly different evaluation instruments were used in obtaining the immediate reactions of the students using the VIEW files. The reason for these separate instruments was brought about by a preliminary totaling of the reactions of the students at the end of the first semester of the 1966-67 school year. It was found at that time that the student ranking of the information may have been influenced by the great amount of preparation and advertising of the VIEW project and VIEW materials in the pilot schools. This and the wording of the questions on this instrument, it was thought by the project staff, may have influenced the evaluations of the students. This point arose in particular with the questions numbered 6 through 11 on the Before questionnaire. Copies of the questionnaire used during this time period are contained in Appendix E. From these questionnaires, one can see that the questions asked of the students were in a prompting vein. For example: How understandable do you expect the information to be? How realistic do you expect the information to be? It was felt that the great amount of school publicity given to the project, and the work of the counselors in the pilot school may have increased the expectations of the students to such a degree that an objective evaluation would be impossible. In view of this, the Before questionnaire was changed, as can also be seen in Appendix E, to read in place of "How understandable do you expect....." to "If you have used occupational information before.... how understandable was that information....how realistic was that information...," etc. Consequently, these results and discussions were divided into three sections: First, the section using the "old" evaluation cards (October 1966-February 1967), second, the section using the "revised" questionnaires (March 1967-May 1967), third, the total utilization by the students in these schools (October 1966-May 1967), but eliminating in that section the evaluation questions 6-10 and 31-36.

VIEW Utilization and Evaluation October 1966 through February 1967

In Table 1(a) it is shown that the students using the VIEW materials during the first semester of the 1966-67 school year for the most part were referred to these materials by a teacher or a counselor and few of the students returned after using the materials for the first time. Generally, these students were high school students and the greater percentage of them were in the 11th or 12th grade. Most were receiving approximately average grades in school. Many of the students had decided just recently to investigate the occupations which they had viewed in the aperture card files and a majority of these students indicated they had seldom or never used occupational information previous to this time.

TABLE 1(a)

UTILIZATION AND EVALUATION OF "VIEWSCRIPT" APERTURE CARDS OCTOBER 1966 thru FEBRUARY 1967 (Before)

		N	%		N	%
Referral	Teacher	505	39	Friends	103	7
	Counselor	459	33	Adviser	40	3
	Self	212	16	Parents	7	1
Frequency of Use	First	1105	84	Third	34	3
	Second	144	11	More	26	2
Grade Level	Ninth	259	20	Twelfth	315	24
	Tenth	174	13	J.C.Frosh	220	17
	Eleventh	310	24	J.C.Soph	28	2
Achievement Level	A & B	85	7	C	366	29
	B	179	14	C & D	237	19
	B & C	384	30	D	16	1
First Decision to Investigate Occupation	Elementary	42	3	J.C.	86	7
	Jr. High	340	27	Browsing	162	13
	Sr. High	624	50			
Use of Other Occupational Information	Not at All	462	38	Quite often	123	10
	Seldom	325	26			
	Sometimes	288	23			

The Remaining Questions Were Answered on a 1-5 Scale where:

1 = Not at all   3 = Moderately   5 = Extremely
2 = Slightly   4 = Very much

How Helpful Do You Expect This Information to Be?

	1 = 11	2 = 77	3 = 418	4 = 599	5 = 183	$\bar{X}$ = 3.7
Percentage	(.8)	(5.9)	(32.5)	(46.5)	(14.2)	

How Understandable Do You Expect This Information to Be?

	1 = 14	2 = 31	3 = 402	4 = 603	5 = 225	$\bar{X}$ = 3.7
Percentage	(1.1)	(2.4)	(31.5)	(47.3)	(17.6)	

continued

TABLE 1(a) - continued

How Realistic Do You Expect This Information to Be?

	1 = 7	2 = 35	3 = 263	4 = 524	5 = 413	$\bar{X} = 4.0$
Percentage	(.6)	(2.8)	(21.2)	(42.2)	(33.3)	

How Interesting Do You Expect This Information to Be?

	1 = 10	2 = 47	3 = 309	4 = 559	5 = 328	$\bar{X} = 3.9$
Percentage	(.8)	(3.8)	(25.7)	(44.6)	(26.2)	

How Complete Do You Expect This Information to Be?

	1 = 12	2 = 55	3 = 293	4 = 523	5 = 335	$\bar{X} = 3.9$
Percentage	(1.0)	(4.5)	(24.1)	(42.9)	(27.5)	

Do You Expect This Information to Be Up to Date?

	1 = 6	2 = 23	3 = 157	4 = 259	5 = 554	$\bar{X} = 4.3$
Percentage	(.6)	(2.3)	(15.7)	(25.9)	(55.4)	

Paradoxically, over 80 percent of these students also said they had done at least some previous investigation of the occupations or occupational areas they were looking at. When asked a similar type of question on the After questionnaire (Table 1 (b)) 65 percent of the students again indicated they had not used other types of information. Possibly students do not have a clear idea of what occupational information consists of. Table 1(b) also shows that of those who had used other types of information over one half of these felt the VIEWscripts were better than other occupational information. Approximately one half of these students used both the general information (pink) card and the local information (green) card, while a third of the students used only the general information card and a small percentage viewed the local information only. The reader-printer alone or in conjunction with the reader-scanner received the greatest amount of usage and a great majority of the students did take a printed hard copy of the information on the microfilm aperture cards.

TABLE 1(b)

UTILIZATION AND EVALUATION OF
"VIEWSCRIPT" APERTURE CARDS
OCTOBER 1966 thru FEBRUARY 1967
(After)

		N	%		N	%
Equipment Usage	Reader-Printer	526	44	Both	472	39
	Reader	206	17			
Comparison of VIEW	Had Not Used Others	731	65	Same	131	11
	Not as Good	40	4	Better	223	20

continued

TABLE 1(b) - continued

		N	%		N	%
Cards Used	General Card	417	35	Both	588	49
	Local Card	199	16			
Took Printout	Yes	920	81	No	220	19

The Remaining Questions were Answered on a 1-5 Scale Where:

1 = Not at all
2 = Slightly
3 = Moderately
4 = Very much
5 = Extremely

How Much Did You Look Into These Areas Before Today?

	1 = 255	2 = 289	3 = 389	4 = 220	5 = 76	$\bar{X}$ = 2.7
Percentage	(20.7)	(23.5)	(31.7)	(17.9)	(6.2)	

How Helpful Did You Find the Information?

	1 = 28	2 = 78	3 = 239	4 = 576	5 = 285	$\bar{X}$ = 3.8
Percentage	(2.3)	(6.1)	(19.9)	(48.0)	(23.7)	

How Understandable Was the Information?

	1 = 11	2 = 22	3 = 182	4 = 558	5 - 386	$\bar{X}$ = 4.3
Percentage	(1.0)	(2.0)	(16.7)	(51.2)	(35.4)	

How Realistic Was the Information?

	1 = 7	2 = 25	3 = 180	4 = 516	5 = 429	$\bar{X}$ - 4.1
Percentage	(.6)	(2.2)	(15.6)	(44.6)	(37.1)	

How Interesting Was the Information?

	1 = 11	2 = 30	3 = 255	4 = 514	5 = 364	$\bar{X}$ = 4.1
Percentage	(.9)	(2.5)	(21.7)	(43.8)	(31.0)	

How Complete Did the Information Seem to You?

	1 = 21	2 = 33	3 = 149	4 = 552	5 = 417	$\bar{X}$ = 4.1
Percentage	(1.8)	(2.8)	(12.7)	(47.1)	(35.6)	

How up-to-date Did the Information Seem to You?

	1 = 8	2 = 19	3 = 168	4 = 491	5 = 509	$\bar{X}$ = 4.2
Percentage	(.7)	(1.6)	(14.1)	(41.1)	(42.6)	

continued

TABLE 1(b) - continued

How Well Did You Like the Overall Method of Presentation?

	1 = 37	2 = 21	3 = 167	4 = 422	5 = 552	X̄ = 4.1
Percentage	(3.1)	(1.8)	(13.9)	(35.2)	(46.0)	

VIEW Utilization and Evaluation - March 1967 through May 1967

Table 2(a) presents the results of the revised questionnaire used from March through May 1967. A total of 501 students completed, at least partially, the Before questionnaire, and 527 answered some or all of the questions on the After questionnaire during this period. Self-referrals during this period increased (from 17 percent to 42 percent) while teacher referrals declined slightly and counselor referrals dropped sharply. Apparently, less emphasis was being placed on getting the students to the VIEW files. Table 2(a) also indicates that a majority of the students used the VIEWscript aperture cards just once with small percentages returning for a second or third time.

TABLE 2(a)

UTILIZATION AND EVALUATION OF
"VIEWSCRIPT" APERTURE CARDS
MARCH 1967 thru MAY 1967
(Before)

		N	%		N	%
Referral	Self	211	42	Friend	32	6
	Teacher	165	33	Advisor	5	1
	Counselor	84	17	Parents	4	1
Frequency of Use	First	381	78	Third	26	5
	Second	59	12	More	23	5
Grade Level	Ninth	42	9	Twelfth	183	39
	Tenth	80	17	J.C. Frosh	62	13
	Eleventh	90	19	J.C. Soph	13	3

continued

TABLE 2(a) - continued

		N	%		N	%
Achievement Level	A & B	40	8	C	132	27
	B	67	14	C & D	59	12
	B & C	183	38	D	4	1
First Decision to Investigate Occupation	Elementary	14	3	Junior Coll.	43	10
	Jr. H.S.	111	26	Browsing	71	17
	Sr. H.S.	190	44			
Use of Other Occupational Information	Not at all	215	49	Quite Often	58	13
	Seldom	71	16	Very Much	14	3
	Sometimes	83	19			

The Remaining Questions were Answered on a 1-5 Scale Where:

1 = Not at all
2 = Slightly
3 = Moderately
4 = Very Much
5 = Extremely

If You Have Used Other Occupational Information Before:

How Helpful was that Information?

	1 = 19	2 = 32	3 = 76	4 = 81	5 = 26	X̄ = 3.3
Percentage	(8.1)	(13.7)	(32.5)	(34.6)	(11.1)	

How Understandable was that Information?

	1 = 10	2 = 15	3 = 75	4 = 76	5 = 33	X̄ = 3.5
Percentage	(4.8)	(7.2)	(35.9)	(36.4)	(15.8)	

How Realistic was that Information?

	1 = 12	2 = 11	3 = 65	4 = 86	5 = 33	X̄ = 3.5
Percentage	(5.8)	(5.3)	(31.4)	(41.5)	(15.9)	

How Interesting was that Information?

	1 = 14	2 = 25	3 = 67	4 = 66	5 = 34	X̄ = 3.3
Percentage	(6.8)	(12.1)	(32.5)	(32.0)	(16.5)	

How Complete was that Information?

	1 = 12	2 = 21	3 = 70	4 = 70	5 = 37	X̄ = 3.4
Percentage	(5.7)	(10.0)	(33.3)	(33.3)	(17.6)	

continued

TABLE 2(a) - continued

Was that Information Up to Date?

	1 = 16	2 = 16	3 = 63	4 = 80	5 = 34	$\bar{X} = 3.4$
Percentage	(7.7)	(7.7)	(30.1)	(38.3)	(16.3)	

A greater percentage of the users during the March through May period were 12th grade students. High school students in general made the greatest use of the equipment. Again, the majority of the students perceived themselves as being or receiving average grades in their high school careers and for many the decision to investigate the occupation or occupations was a recent one. Approximately one half of these students indicated they had not used occupational information previous to coming to the VIEW files, yet over three fourths said they had looked into the occupation previously. In Table 2(b) it is shown, as before, that when these students were asked after using the VIEWscripts to compare the materials with other information they had read, most students indicated they had not used other types of information. However, of those who had used other types of occupational information, over one half rated the VIEWscript materials as better than the information they had previously read. Table 2(b) also shows that approximately one half of the students during this period indicated that they had used both the general information (pink) card and the local information (green) card, while a third used the general information card only. Again, the reader-printer alone or in conjunction with the reader-scanner was used by most of the students. Of the students using the VIEW materials during this time period over three fourths of them took a printed hard copy of the materials.

TABLE 2(b)

UTILIZATION AND EVALUATION of
"VIEWSCRIPT" APERTURE CARDS
MARCH 1967 thru MAY 1967
(After)

		N	%		N	%
Equipment Usage	Reader-Printer	288	55	Both	137	26
	Reader	98	19			
Comparison of VIEW	Had not used other	231	56	Same	62	15
	Not as good	15	4	Better	104	25

continued

TABLE 2(b) - continued

		N	%		N	%
Cards Used	General Card	157	32	Both	253	51
	Local Card	82	17			
Took Printout	Yes	370	77	No	110	23

The Remaining Questions were Answered on a 1-5 Scale Where:

1 = Not at all
2 = Slightly
3 = Moderately
4 = Very Much
5 = Extremely

How Much Did You Look Into These Areas Before Today?

	1 = 95	2 = 97	3 = 120	4 = 83	5 = 27	$\bar{X} = 2.6$
Percentage	(22.5)	(23.0)	(28.4)	(19.7)	(6.4)	

How Helpful Did You Find the Information?

	1 = 7	2 = 23	3 = 104	4 = 185	5 = 91	$\bar{X} = 3.8$
Percentage	(.17)	(5.6)	(25.4)	(45.1)	(22.2)	

How Understandable Did You Find The Information?

	1 = 3	2 = 15	3 = 82	4 = 197	5 = 125	$\bar{X} = 4.0$
Percentage	(.7)	(3.6)	(19.4)	(46.7)	(29.6)	

How Realistic was the Information?

	1 = 6	2 = 11	3 = 72	4 = 197	5 = 116	$\bar{X} = 4.0$
Percentage	(1.5)	(2.7)	(17.9)	(49.0)	(28.9)	

How Interesting was the Information?

	1 = 6	2 = 23	3 = 93	4 = 158	5 = 113	$\bar{X} = 3.8$
Percentage	(1.5)	(5.9)	(23.7)	(40.2)	(28.8)	

How Complete Did The Information Seem To You?

	1 = 6	2 = 19	3 = 109	4 = 191	5 = 102	$\bar{X} = 3.8$
Percentage	(1.4)	(4.4)	(25.5)	(44.7)	(23.9)	

How Up-to-Date Did The Information Seem To You?

	1 = 6	2 = 14	3 = 67	4 = 184	5 = 149	$\bar{X} = 4.0$
Percentage	(1.4)	(3.3)	(16.0)	(43.8)	(35.5)	

continued

TABLE 2(b) - continued

How Well Did You Like The Overall Method of Presentation?

	1 = 7	2 = 13	3 = 71	4 = 108	5 = 153	$\bar{X} = 4.0$
Percentage	(2.0)	(3.7)	(20.2)	(30.7)	(43.5)	

Table 2(a) presents the number, percentages, and mean ranking of the students of previous occupational information before using the VIEWscript occupational materials. The wording of these question (6-11) is slightly different than that used in the similar questions in October through February evaluation. In this evaluation, the student was no longer asked for his expectations of the materials he was about to read but instead his evaluation of materials he had read previous to this time. The means presented in Table 2(a) when compared to the means for comparable items for Table 2(b) do show that in all instances students gave a higher ranking to VIEW materials than to the occupational materials they had previously come in contact with.

Total Sample and Summary

A summary of the VIEW utilization from October through May is presented in Table 3. From these results it appears that referrals to the VIEW equipment generally came from a teacher, a counselor, or the student himself, that a great majority of these students used the materials only once and that users were usually high school students. These students for the most part had received average grades in high school. The decision to investigate the occupation was usually a recent one and the students who used the file were generally novices at this type of investigation in that many indicated they had not used occupational information previous to coming to the VIEW occupational files. Obviously, then, the VIEW dissemination media attracted many students to investigate career opportunities for the first time. Of those students who did have come comparison basis for evaluation of VIEW (had used some other types of information) the majority considered the VIEW occupational materials better than the occupational materials they had previously used. Approximately one half of the students used both the general and local information, while a third of the students used the general card only. The reader-printer, either alone or in combination with the reader-scanner, was used by over three fourths of the students, while only 17 percent of the total sample used the reader only. These proportions are emphasized by the fact that 80 percent of the students did take a printed copy of at least some of the materials in the VIEW file.

When students were asked to rank the overall method of presentation of the VIEW materials, over three fourths indicated they "very much" or "extremely" liked this method.

TABLE 3

UTILIZATION OF "VIEWSCRIPT" APERTURE CARDS OCTOBER 1966 thru MAY 1967

		N	%		N	%
Referral	Teacher	674	37	Friend	137	8
	Counselor	556	30	Advisor	47	3
	Self	603	22	Parents	11	1
Frequency of Use	First	1491	83	Third	58	3
	Second	202	11	More	46	2
Grade Level	Ninth	309	17	Twelfth	478	27
	Tenth	251	14	J.C.Frosh	285	16
	Eleventh	404	23	J.C.Soph	40	2
Achievement Level	A & B	125	8	C	500	29
	B	246	14	C & D	301	17
	B & C	560	32	D	20	1
First Decision to Investigate Occupation	Elementary	56	3	J.C.	127	8
	Jr.H.S.	452	27	Browsing	230	14
	Sr. H.S.	819	49			
Use of Other Occupational Information	Not at all	668	40	Quite Often	179	11
	Seldom	404	24	Very much	48	3
	Sometimes	374	22			
Equipment Usage	Reader-Printer	806	47	Both	619	36
	Reader	302	17			
Occupations Investigated	(See Appendix L)					
Comparison of VIEW	Had not used other	969	63	Same	190	12
	Not as good	55	4	Better	323	21
Cards Used	General Card	576	34	Both	839	49
	Local Card	281	17			
Took Printout	Yes	1293	80	No	327	20

In reviewing the utilization of the VIEW occupational file throughout the year or during the two time periods specified, it is evident that the amount of counselor referral to the file diminished toward the end of the school year. This may be explained by the concentration of effort early in the year when the materials were being introduced. As the VIEW occupational file became better known during the year and as students used it for a second or third time, it appears that this was done either on their own or through a teacher. Although it has been previously pointed out the majority of the students using the VIEW materials had received average grades in high school (B+, C, or C's), it also should be noted that slightly less than one half perceived themselves as "C" or below "C" students. Assuming such achievement level perceptions as accurate, it appears that many work-oriented and terminal students did not take advantage of the job descriptions in the VIEW files, many of which required little or no formal training beyond high school. Apparently more effort is needed in making the work-oriented or the specialty-oriented student aware of the existence of this material in the counseling center and aiding him to use the information most effectively. Although with some ambivalence, as was previously pointed out, a majority of these students did seem to be indicating little past utilization of occupational information. This lends support to the VIEW system of disseminating occupational information to students. Students who in the past made little use of such information did utilize the microfilm aperture card media of presenting information.

A total of approximately two hundred occupational descriptions were provided to the schools during the 1966-67 developmental phase of the VIEW project. Since these were prepared continually through May 1967 not all of the occupations listed in Appendix K were available throughout the year. When students did view the occupational descriptions, a record was kept of the specific occupations selected. The frequency of use of the various job descriptions can be seen in Appendix L. Appendix M contains a partial listing of occupations by high school subjects applicable to the jobs. These indexes were provided to all schools participating in the project.

Student Evaluation of VIEW Materials - Statistical Analyses

Due to the large number of students utilizing VIEW materials and completing the Before and After evaluation cards, and because of limited project funds for computer programming and processing, a random sample of these evaluation cards was chosen for purposes of further statistical analyses. The Before and After reactions of one hundred students who used VIEW between March and June 1967 were recorded and a difference score was computed for each student concerning his reaction to the helpfulness, understandability, realism, interest, completeness, and currency of the VIEW materials and other materials he had viewed in the past. Only students indicating they were using the VIEW materials for the first time and who had used other occupational information previous to looking at the VIEW materials were included in this sample. The raw data for each of these statistical analyses is included as Appendix N.

Table 4 contains a summary of the statistical analysis for each of the questions and the z score computed in each case. The level of significance chosen for each of the analyses was set at .001 to provide maximum protection against a type one or alpha error (rejecting a true hypothesis). It was felt that this type of error would be the most serious for the purposes of the project. The hypothesis under consideration was the "null hypothesis" — that the mean of the difference scores for these 100 students was zero or that the difference between the mean of the Before reaction and the mean of the After evaluation of these students equaled zero ($u_D=0$). A two-tailed statistical test was employed with the alternate hypotheses being the mean of the difference score being greater than zero ($u_D>0$) and the mean of the difference score being less than zero ($u_D<0$).

TABLE 4

ANALYSES OF DIFFERENCE OF STUDENT REACTIONS (Before and After) USING VIEW

N = 100	$\bar{D}$	$\tilde{\sigma}_{\bar{D}}$	z*	Sig.Diff.P
Helpfulness	+.36	+.1059	+3.3994	<.001
Understandability	+.39	+.0952	+4.0966	<.001
Realism	+.45	+.1192	+3.7751	<.001
Interest	+.50	+.1235	+4.0486	<.001
Completeness	+.51	+.1326	+3.8462	<.001
Up-to-date	+.59	+.1288	+4.5807	<.001

*R: $z \geq +3.29$ and $z \leq -3.29$

Table 4 shows that in all cases the hypothesis of "no difference" ($u_D=0$) was rejected at the .001 level in favor of the alternate hypothesis that the difference was greater than zero ($u_D>0$), indicating that the students do find the VIEW materials more helpful, understandable, realistic, interesting, complete, and up-to-date than other occupational information they had looked at in the past.

Later Student Evaluations

In June 1967 student users in the twelve pilot schools were randomly sampled and administered a questionnaire concerning their reactions to the VIEW materials after they had been exposed to these materials and some time had elapsed to give them an opportunity to follow through on the information presented. A total of 175 students in grades 9 through 12 were included in this sample and 172 usable questionnaires were received. Complete results are presented in Table 5. Generally, this survey confirms that the majority of the students (69 percent) in the school used the VIEW materials only once or twice and when asked the reason for the limited use of the materials indicated that they were after specific information or information on a specific occupation and had no need to return. Obviously, the majority of these students were not exploring occupations in general. Approximately one half of the students of the sample had made use of the printed sources of additional information provided in each of the VIEWscripts, but of these most used these sources only once or a few times.

TABLE 5

LATER STUDENT UTILIZATION OF
VIEW INFORMATION

N = 172

		N	%		N	%
Frequency of Use	Once	57	33	6-12 times	11	6
	Twice	63	36	Over 12	[illegible]	[illegible]
	3-6 times	40	23			
Used Sources of Information	Yes	87	51	No	83	49
Frequency of Utilization of Sources	Once	36	40	Quite often	8	9
	Few times	37	41	Everytime	8	9
Used Resource People	Yes	26	16	No	141	84
Visited with Counselor about VIEW materials	Never	130	80	Usually	3	2
	Sometimes	30	18	Always	0	0
Discussed VIEW Materials with Parents	Never	34	21	Usually	31	18
	Sometimes	69	42	Always	31	18

continued

TABLE 5 - continued

		N	%		N	%
Took Print Out	1-2 pps	39	24	Varied	26	15
	3-4 pps	56	34	No	22	13
	5-more	23	14			
Pages Printed Out	First	102	59	Fifth	11	6
	Second	95	55	Sixth	8	5
	Third	92	53	Seventh	5	3
	Fourth	73	42	Eighth	6	3
Effect of VIEW On Career Choice	Very much	48	32	Little	36	24
	Some	64	43	None	0	0

The resource people in the community who had agreed to talk with students about their job and were listed in the VIEWscripts were not used by a large percentage of the students (84 percent). The aid of a counselor in verifying and utilizing the information they had obtained on the VIEW cards was also generally ignored by these students. Eighty percent indicated that they had never visited or made an appointment with their counselor after using the VIEWscripts. Professional utilization of the VIEW materials in counseling situations with students seems to have been generally lacking in the schools.

Parents faired a little better in the utilization of the VIEW materials. A majority of these students indicated they sometimes or usually discussed the VIEWscripts with their parents.

Eighty-seven percent of the students surveyed indicated that they did take a printed copy of the information which they viewed on the microfilm reader or reader-printer and a majority of the students limited these print-outs to four pages or less. The first four pages of information or the general information were the pages most often printed out by the students. The local information, or the information contained on the green microfilm aperture card was printed out by few of the students.

Many of these students did feel that the information contained in the VIEWscripts did seem to have some (43 percent) or very much (32 percent) of an effect on their choice of a career. When these last results are viewed in light of the small percentage of the students who did contact the counselor after viewing this material, it is evident that many of these students are using these materials for career decisions without the professional aid of the counselor. Obviously, more inservice work must be done with these counselors to aid them and to encourage them to work with students in the vocational guidance area. It must be pointed out in these inservice meetings that the VIEW materials and equipment relieve the counselor of much of the information retrieval and giving, thus allowing him more free time to devote to counseling with students about their career problems and using this information in the counseling session.

Finally, when these students were asked which parts or part of the VIEWscript were of most use to them, the majority of the students limited their comments to the information contained in the first three pages of the general VIEWscript, a fact that is also emphasized by the fact that it is these pages that were printed out by the students the most. Such information as qualifications, training and schooling needed, and salaries were mentioned frequently by these students in response to this question. Also mentioned frequently, but not printed out as frequently as the first four pages, was the value of local information and sources of additional information. The fact that this information was readily available to the student at all times was also mentioned by some of the students as a valuable aspect of the materials.

In summary, students generally seem to use the VIEW occupational file only a few times, occasionally use the additional sources of information listed, seldom make use of the resource people listed on the VIEWscripts, and very seldom contact their counselor about the information and career decision-making that results from their investigation. Many of the students take printed hard copy of the vocational information and take this home to discuss with their parents. These pages are generally the general information only and are perceived as having some effect on their current choice of a career.

Generally, in these questionnaires and in informal panel discussions with students the reaction to the system was favorable with the main criticism being the need for information on more occupations. A need for college and scholarship information in a similar type of presentation was also expressed by students included in the panel discussions.

Counselor Reaction

Periodically throughout the year, meetings were held with counselors in the twelve pilot schools of the VIEW project. Informally at these meetings, the project was discussed and the reactions of the counselors were obtained. Generally, the reactions or comments were favorable, with the main concern of the counselors being the limitations of the VIEW materials to non-baccalaureate jobs. As a group they felt an extension of the VIEW concept to professional level jobs and other types of information would be of great aid to them in working with students.

In June 1967 a formal questionnaire (Appendix G) was sent to these counselors soliciting their evaluation of the VIEW project in their schools. The results of this survey are presented in Table 6.

TABLE 6

COUNSELOR REACTION TO VIEW

N = 21

		N	%		N	%
Estimate of Student Reaction	Very favorable	9	43	Unfavorable	0	0
	Favorable	12	57	Very unfavorable	0	0
	Same as others	0	0			
Increase in Use of Other Vocational Information	Very much	1	5	Not noticeable	6	32
	A little	12	63			
Increase in Staff Interest in Vocational Guidance	Very much	5	24	Not noticeable	5	24
	A little	11	52			
VIEW used in Classroom Activities	Yes	20	100			
Clerical Responsibility for VIEW *	Counselor	6	29	Student	8	38
	Secretary	15	71			
Comparison of VIEWscript (content only)	Not as good	0	0	Better	6	29
	Same	3	14	Much better	12	57
Comparison of VIEW (total system)	Not as good	0	0	Better	8	38
	Same	0	0	Much better	13	62
Comparison of Student Use of VIEW	Not as good	0	0	Better	10	48
	Same	1	4	Much better	10	48

*Some shared clerical duties, thus percentage exceeds 100.

Generally, the twenty-one counselors returning the questionnaire indicated that in their estimation student reaction to the VIEWscripts was either favorable or very favorable. In no instance did they perceive student reaction as unfavorable. Approximately two thirds of the counselors indicated that the use of other vocational information increased since the installation of VIEW materials. Approximately three fourths of these counselors indicated that there was at least some increase in interest from the total school staff in vocational guidance since the VIEW project was initiated in their school. All the counselors surveyed indicated they did use VIEW materials in classroom activities. This classroom use of the VIEW materials ranged from business English classes to vocational units, with many types of classroom units utilizing the materials. The most common usage of these materials was in the vocational or career units conducted in many of the high schools.

Clerical responsibility for the VIEW materials was usually assigned to a secretary, although in some instances these responsibilities were shared either with a counselor or with student help. When respondents were asked what in their opinion was the most valuable aspect of the VIEW project, there was little agreement. All aspects of the program were mentioned including the availability of local information, the motivational aspect of the microfilm, the up-to-date information, the clear and concise presentation of the information, the availability of source material, as well as the local reference people. The majority of the counselors responding to the questionnaire rated both the material content of the VIEWscripts as well as the total VIEW system of dissemination much better than other occupational information content and systems. In comparing the use of the VIEW materials to student use of other such materials, 96 percent of these counselors indicated that student utilization of VIEW materials was better or much better than the others.

All respondents to the questionnaire served in a counseling capacity at their schools and all held at least the California General Pupil Personnel credentials. The experience of these respondents ranged from two years to twenty-two years of teaching experience and from one year to twelve years of counseling experience. When asked how they saw VIEW as aiding the counselor, most respondents indicated that the information-gathering and dissemination function of the counselor would be relieved, especially in view of the fact that materials of the VIEW project represented local information and information on non-baccalaureate occupations which is usually difficult and time consuming to obtain.

Generally, the counselors in pilot schools had a very favorable reaction to the VIEW project and indicated that the vocational guidance aspect of the school was greatly aided by these materials. They also felt that student reaction to the materials was at least favorable, a feeling which is supported by the student reactions reported previously.

A more informal counselor reaction to the VIEW project can be found in Appendix O containing letters received from counselors as the developmental phase of the VIEW project reached an end in June 1967.

In summary, the counselors in pilot schools indicated that VIEW is of value in counseling with students, in relieving counselors of the drudgery of collecting and disseminating occupational information, and in aiding the classroom teachers in various activities.

Summer Workshop for Counselors in Entry Employment

The workshop and study of entry occupations was attended by ten area educators from June 27 through August 5, 1966. The promotional materials for this workshop, the program, and a profile of the participants in both the 1965 and 1966 summer workshops are included in this report as Appendix P. A copy of the questionnaire sent to the participants is shown in Appendix H. A summary of the questionnaire administered to these nineteen participants is contained in Table 7.

TABLE 7

SUMMER WORKSHOP FOR COUNSELORS IN ENTRY OCCUPATIONS
SAN DIEGO, CALIFORNIA
FOLLOW UP OF THE NINETEEN PARTICIPANTS
(March - 1967)

(A) Became Familiar with Entry Occupations in Participating Business and Industrial Firms:

	1965	1966	Total
*Yes	8	10	18
No	-	--	--
?	1	--	1
	N = 9	N = 10	N = 19

(B) Most Valuable Workshop Experience:

	1965	1966	Total
Classroom	1	1	2
*On-the-Job	7	5	12
Both	1	4	5
	N = 9	N = 10	N = 19

continued

TABLE 7 - continued

(C) Writing VIEWPOINT as a Part of Workshop Experience:

	1965 N = 9	1966 N = 10	Total N = 19
Very Valuable	1	1	2
*Valuable	5	5	10
As Valuable as Any of the Other Workshop Experiences	2	3	5
Had Little Value	1	1	2
Not Valuable -- Should not be Included	-	-	-

(D) Gained Most Information About:

	1965 N = 9	1966 N = 10	Total N = 19
Sources of Occupational or Career Information	1	3	4
Uses of Occupational or Career Information	2	1	3
Career Development Theory	1	2	3
Labor Market Outlook	2	7	9
*Entry Jobs in San Diego County for High School and Junior College Graduates	8	9	17

continued

TABLE 7 - continued

	1965	1966	Total
*Personnel Practices of Local Business and Industry	8	10	18
Role of California Department of Employment in Working with School Age Youth	-	2	2
Counseling Students About Careers	4	2	6
*What It's Like to "Begin At The Bottom"	5	7	12
Did Not Acquire Significant Amount of New Information	-	-	-

(E) Participation Has Been Helpful To Me In:

	1965	1966	Total
	N = 9	N = 10	N = 19
*Counseling with Students about Careers	9	8	17
Finding Part-Time Jobs for Students	1	2	3
Finding Jobs for School Dropouts	-	1	1
Finding Jobs for Graduates	2	4	6
Working with Business and Industry	4	4	8
Working with Teachers	5	3	8
Working with Parents	3	3	6
Professional Advancement	2	2	4
Not Helpful	-	-	-

continued

TABLE 7 - continued

(F) Overall Value of Workshop Experience In Your Work:

	1965	1966	Total
	N = 9	N = 10	N = 19
*Has Been Very Helpful in My Work	4	6	10
Has Been Helpful in My Work	5	1	6
As Helpful in My Work as Typical Graduate Course	-	2	2
Was Interesting but of Little Value in My Work	-	1	1
Not Interesting and has Little Value in My Work	-	-	-

(G) Recommend Similar Experience For Counselors and Other Professionals Who Work With Youth in Career Planning:

	1965	1966	Total
	N = 9	N = 10	N = 19
Yes	9	10	19
No	-	-	-

It is evident that a majority of the participants in these two summer programs felt that they had become familiar with entry occupations in the San Diego area, saw the on-the-job experience as the most valuable aspect of their workshop experience, and ranked writing VIEWPOINT as a valuable or very valuable experience. Most participants felt that they gained the most information concerning entry jobs available in San Diego County, personnel practices of local businesses and industry, and entry level job experience and saw the greatest utility of the workshop experience in later counseling sessions with students concerning careers. The workshop experience was viewed as helpful or very helpful by most participants, and all recommended a similar experience for counselors and other professionals who work with youth in career planning.

Evaluation and Reaction to VIEWPOINT

The document produced by the participants in both the 1965 (VIEWPOINT 1965) and 1966 (VIEWPOINT SUPPLEMENT 1966) workshops was distributed to all schools in San Diego County. In February 1967 a questionnaire was sent to all pupil personnel workers in San Diego County. The complete results of this survey are contained in Table 8. A copy of the questionnaire is included in Appendix I.

TABLE 8

EVALUATION AND REACTIONS TO VIEWPOINT 1965
and
VIEWPOINT SUPPLEMENT 1966

(A) What Position Do You Now Hold?

Respondents (N - 103)

Counselors	55%		
Administrators	18%	Full-time Position	92%
Teachers	4%	Part-time Position	8%
Teacher-Counselors	4%		100%
Not indicated	19%		
	100%		

(B) Have You Used VIEWPOINT In The Past?

Yes	48%	(N = 49)
No	52%	(N = 54)
	100%	103

If you used VIEWPOINT, how did you use it? (May check more than one use.)

(N = 49)

88%	Student occupational information file
66 2/3%	Counseling with individual students
26%	Occupational classes - reference
4%	Adult education reference file
4%	Vocational curriculum planning
2%	Personal reference file
2%	Teacher reference file

continued

TABLE 8 - continued

How would you rate the amount of VIEWPOINT usage when compared with the use of other local occupational information?

(N = 49)

19%	Much more
38%	More
36%	About the same
7%	Less often
100%	

(C) For All Respondents (N = 103)

How does VIEWPOINT compare in usefulness with other local occupational information?

30%	Much better
40%	Better
15%	About the same
4%	Not as good
11%	No opinion
100%	

VIEWPOINT as a counseling tool:

34%	Very valuable
44%	Valuable
15%	Of some help
2%	Of little help
5%	No opinion
100%	

Your estimate of student reaction to VIEWPOINT 1966

14%	Very favorable - high interest
33%	Favorable - seem to like it
18%	No unusual reaction - same for other occupational information
0	Unfavorable - do not like it
35%	No opinion
100%	

Of the 103 counselors, administrators, and teachers who responded to the questionnaire, approximately one half indicated that they had used VIEWPOINT in the past. Of these, most indicated that they had used it in conjunction with the student occupational information file and in counseling with individual students. Approximately one fourth of the respondents said that VIEWPOINT was used as a reference in their occupational classes. Fifty-seven percent of the respondents who did indicate using VIEWPOINT indicated that the use of this document by students greater than the use of other local occupational information. Thirty-six percent of this group indicated that usage was approximately the same as other local information.

In comparing the usefulness of VIEWPOINT with other local information, 70 percent of the total respondents indicated that it was better or much better and only 4 percent indicated that it was not as good. Over three fourths of the total sample rated VIEWPOINT valuable or very valuable as a counseling tool and none saw student reaction to VIEWPOINT 1965 as being unfavorable, while 47 percent indicated that student reaction to this document was either favorable or very favorable.

A possible explanation for the large percentage (52 percent) of respondents who indicated they had not used VIEWPOINT in the past is that the VIEWPOINT in question was VIEWPOINT 1965. It is likely that some of the respondents who answered the questionnaire had not received VIEWPOINT 1965 since only one copy had been sent to every school. Others may have been new to their positions and had not received nor had an opportunity to use the previous VIEWPOINT. Five copies of VIEWPOINT Entry Employment in San Diego, Summer 1966, Supplement are filed with these reports.

In summary, the summer workshop in entry employment was seen by the participants as a valuable experience in their later interaction with their students in their school and in gaining knowledge about local employment personnel practices and employment in an entry level job.

The reaction of industry to this type of interaction with the schools in San Diego County has been favorable. Participating industries have indicated a willingness to support the program on a continuing basis.

The reaction to VIEWPOINT by school personnel and by students was generally favorable. Generally, all counselors indicated that this document was of value to the students and staff and that it filled a void by providing local occupational information where very little had previously existed.

Junior College Follow-Up Study

All students who had graduated or received their Certificate of Competence in June 1966 in one of three vocational programs in the six junior colleges in San Diego County were included in this survey. This resulted in a total sample of 313 students. Three mail outs to these students netted a return of 224 questionnaires or approximately 71 percent. Business, electronics, and drafting were the three training programs selected since they were the only programs common to all junior colleges in the county. The percentage of response to selected questions on the Junior College Follow-Up Questionnaire are shown in Table 9. These responses are reported for each program and for total sample. The complete results of this survey by total sample and by school majors are included as Appendix Q.

Caution was used in interpreting the results of this study for three reasons. First, the number of respondents in the three programs differ greatly, with electronics and drafting programs having a small number of students, and business programs a large percent of the total sample. Second, there is an unexplainable large number of no responses to many of the items throughout the questionnaire. Apparently, although a large percentage of these students returned the questionnaire, few completed the entire instrument. Third, no statistical analyses were performed on any of the differences in the percentage of responses in the different groups; consequently, any results can at best be interpreted only as trends.

From Table 9 it is evident that many of these students, as a total group, perceive themselves as being approximately average or a little above average, do not use the services of their high school counselor, and tend to make the final decision on attending junior college in high school. Approximately one half of these students do visit a junior college before enrolling and consider the nearness of the school as a deciding factor in their choice. They perceive themselves as being somewhat independent (encouraged by no one) and decide on their occupation late in their high school career or just prior to entering junior college. Many change their program after once entering junior college (from a college transfer program), perceive the instruction or information they received as new, and take no further training after leaving junior college. The first job for these students is usually related to their training and many hold their junior college in high esteem and feel their training aids them in obtaining their first job and doing better work on it. For the most part, these students are satisfied with the first job they receive. For many of these students, the first job they received was within 25 miles of their home and community. Approximately 50 percent of these students perceive this job "as good as" or "better than" they had expected, yet over one half of these students leave this first job within one year after junior college training. Many of the students would repeat the same choice of a training program and school if given the opportunity, while almost two thirds of these students would repeat their choice of a training program.

Students enrolled in the business programs in the junior college differed very little from the total sample. This, of course, would be expected since these business students comprised approximately three fourths of the total sample.

TABLE 9

PERCENT OF RESPONSES OF FORMER JUNIOR COLLEGE STUDENTS TO SELECTED QUESTIONS BY MAJORS AND TOTAL SAMPLE

ITEM	Total (N=224)	Business (N=166)	Electronics (N=31)	Drafting (N=27)
Middle Two Quarters of High School Class	67	67	58	74
Visited with high school counselor	25	21	26	44
Visited with no counselor	54	55	55	30
Made final decision in high school	58	58	45	67
Visited junior college before enrolling	49	49	35	63
Closeness of school dwelling factor	50	48	45	70
Encouraged by no one	50	48	61	48
Decided 6 months or less before junior college on occupation	52	54	38	52
Decided on occupation at least one year before enrolling in J.C.	29	25	45	37
First program was college transfer	45	49	23	41
All or most was new information	62	61	71	63
Took no further training after J.C.	44	49	29	30
First job was exactly or somewhat related to training	53	51	71	37
Rate their J.C. above average or high	63	62	77	59
Training helps them to do a better job	65	64	81	52
Utilization of skills-most liked aspect of job	19	17	32	15
Money is most liked aspect of job	12	11	19	7
Probably or definitely did not need J.C. training to get present job	38	43	19	26
Satisfied or very satisfied with first job	47	48	58	34
Feel certain or very certain first job was what they can do best	41	40	52	37
First job was within 25 miles of home	57	57	65	48
First job was as good as or better than expected	46	44	62	45
Left first job within one year after J.C.	55	57	48	48
Would repeat exact same choice	48	51	39	44
Would take a different course (regardless of school)	20	18	19	26
Would take same course (regardless of school)	64	69	49	55

It appears that more electronics students seemed to perceive themselves as being encouraged by no one and saw their first job as being related to their training more often than did students in either business or drafting curriculums. These electronics students also tended to rate their junior college as above average or high and perceived the training they received at the junior college as helping them to do a better job more often than did the other two groups. The electronics students were also more often satisfied with their first job and more of them saw this job as utilizing their best skills. More electronics students also tended to stay within 25 miles of their home and community and felt their first job fulfilled the expectations they had for this job. Electronics students, less often than the students in the other two curricula, enrolled in a college transfer program as their first program at the junior college, less often took further training after leaving junior college, and conversely less often said they would repeat exactly the same choice of school and training. Electronics students more often than students in the other two groups also saw utilization of their skills as their most liked aspect of their job and had decided earlier on their occupation than did students in the business and drafting programs.

Drafting students as a group differed from students in the other two groups in that more of them saw themselves in the middle two quarters of their high school graduating class (no drafting student indicated he was in the bottom quarter of his graduating class), indicated that they did visit with a high school counselor (none of the drafting students indicated they had not visited with a counselor), and did make the final decision to attend a junior college while still in high school. More of these students also visited the junior college before enrolling and saw the nearness of the school as the deciding factor in their choice.

Drafting students, less often than students in either of the other programs, perceived their first job as being related to their training and less often were satisfied with this first job. Drafting students also saw money as the "most liked" aspect of their job fewer times than did the students in electronics programs. Few of these drafting students, like the electronic students, indicated that they took further training after leaving the junior college. It should be noted, however, that most of the electronics and drafting students were male and consequently did take some further training in the military service. This finding is supported by the response of the students in these two groups to Item 21F on the questionnaire (see Appendix B).

It should be noted that with the major exceptions noted above, in few instances do responses exceed 50 percent to many of the questions. Many of these students, it seems, regardless of program were responding to many of these questions in what could be termed a negative manner. For example, approximately 50 percent of these students did not indicate their job was exactly or somewhat related to their training, did not indicate they were satisfied with their first job, did not indicate that the job was "as good" or "better than" they had expected, would not repeat exactly the same choice, did take further training their first year after leaving junior college, did not visit the junior college before enrolling, and did not feel that their first job was what they could do best.

Summary

As a total student group, the junior college graduates or certificate holders in the business, electronics, or drafting curricula of the San Diego junior colleges are approximately 21 to 25 years old and perceive themselves as ranking approximately in the middle of their high school graduating class. They obtained information on their educational choice from many and diverse sources but for the most part did not rely upon the help of their high school counselor, yet the majority of them did make the final decision to attend junior college while still in high school. These students tended to choose the junior college because of its nearness and perceived themselves as being rather independent in this choice. As a group, these students also tended to choose their occupation late in the senior year of high school or after. Many switched programs from a college transfer to terminal programs after they had once entered the college. Most of these students chose their job close to their home town and approximately half of them changed from this first job within the first year after leaving junior college. Generally, approximately half of these students indicated that they were satisfied both with their choice of school and choice of training and would repeat these choices again if given the opportunity.

Although no definite conclusions can be drawn from this survey, there is indication that many of the decisions that these students make in high school are neither well planned nor implemented later on. Planning is done in many cases without the help of a school counselor or any type of professional aid and quite often dissatisfaction is experienced in later years.

Electronic students more than the others seemed to indicate a greater satisfaction with their training and with the first job they received as a result of this training. Conversely, it was this same group which indicated less often than the other students that they would repeat this same choice. Drafting students, on the other hand, seemed to take advantage of the counseling help available to them during high school and seemed also to put forth more effort in investigating the school before enrolling, yet they less often received a first job related to their training and seemed to be dissatisfied more often with that job.

CHAPTER IV

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Student Reaction and Evaluation

Students, when made aware that pertinent information does exist and is available to them, will make use of this information in their decision making. This is supported by the fact that over 1700 students in the twelve pilot schools did take advantage of the VIEW files and a majority of these students indicated that previously they had never or had infrequently used information of this type. Apparently the VIEW system motivates students to use occupational information. Another aspect of the VIEW materials utilized by the students is the print-out capability of the system. These printed copies were often carried home by the students for discussions with their parents. The use of the materials at school in conjunction with a counselor was generally ignored by most of the students and points to the need for further work in the area of staff utilization of the VIEW materials.

The evaluation of the students in ranking the VIEW materials in comparison with other materials of this nature was generally favorable, indicating that the VIEW approach to occupational information both in the media used and the content and format of the occupational information itself is viewed by the students as being of more value than the information they had used in the past. When one combines the favorable reaction of the counselors and students to this material in conjunction with the fact that the microfilm aperture card facilitates storage and retrieval and allows for a continuous updating of the information, it is evident that the system developed by the San Diego County Department of Education Career Information Center holds promise for utilization in school systems throughout the nation. This is emphasized by the development of similar systems utilizing both the VIEW microfilm aperture card approach and the developmental research of the VIEWscript format and content in various geographic locations, including New York State, Colorado, Utah, and several counties in California.

Counselor Reaction

The reactions of the counselors to the VIEW project indicate that the VIEW concept of an occupational file is wanted, needed, and enthusiastically supported by the counselors in the pilot schools. Many of the counselors in these schools noted that both an increase in the use of other vocational information by students, as well as an increase in the interest of other faculty members in the vocational aspect of the guidance services. The frequent use of VIEW materials in classroom situations emphasizes the future implications of the materials for these purposes. Generally, counselors saw the VIEW materials as relieving them of the task of gathering and disseminating information to students. Apparently, from other evaluation instruments used in the project, the time saved by the counselors was not used in counseling with these students regarding the information they had received. Students seemed to have been left on their own to obtain the information from the VIEW files with no concentrated effort made to counsel with the students to verify the information and choices they were making. VIEW, as pointed out by this survey, is enthusiastically supported by the counselors and was shown to be frequently utilized and favorably evaluated by the students. There is, however, definite need to work with counselors concerning the effective use of the VIEW information or any information in counseling with students. The VIEW program to date has concentrated on student needs and on providing students with realistic up-to-date vocational information. The next step for the project will include concentrated inservice work with the counselors and staffs in the schools where the VIEW project is in operation.

Summer Workshop for Counselors in Entry Employment

The reactions of the counselors who participated in both the 1965 and 1966 summer workshops in entry employment recommend such experiences for other counselors working with youth. Such an approach provides the working counselor with a valuable source of inservice education in both academic training and personal experiences in entry types of employment. The reactions of San Diego business and industry to this workshop has shown that such community groups are willing to provide time and financial compensation to educators for such an experience. The experiences and results evident in San Diego indicate that such an approach is feasible in many areas where community groups and educators plan together to increase the effectiveness of counselors for the work-oriented students. The reaction to and the use of *VIEWPOINT, Entry Employment in San Diego* in the schools has shown that the knowledge and experiences gained by participants can be shared throughout the school system or school systems. Such a program as conducted in San Diego County is recommended for its value to students, participants, and other counselors, as an effective means for promoting better working relationships between the school and community.

Junior College Follow-up Survey

Although, as indicated previously, no definite conclusions can be drawn from the Junior College Follow-up Study of graduates and certificate holders in business, electronics, and the drafting programs of the junior colleges in San Diego, definite implications are evident from these results. Foremost among these is a need for both high school and junior college counselors to devote more time to students in their decision-making process involving the choice of post-high school training and subsequent careers. These results indicate that more efforts on the part of both the high school and junior college faculties should be devoted to these students to aid them in the process of both their immediate and later career choices. For many of these students it appears that the choices regarding these matters are an individual matter and these choices later on result in both changes in training goals and occupations. Generally, then the results indicate a need for more aid to be made available to these students. There also exists a need for further study of these students to ascertain whether the differences and trends reported in this survey would be repeated in a more sophisticated repetition of this study. The major implication of this survey then serves as a warning and a guide to educators in both their interactions with these students in the future and for similar types of research into the perceptions held by these students of their high school, junior college, and later experiences.

Evaluation Summary

The operations of the Career Information Center during the 1966-67 developmental phase of Project VIEW have illustrated several advantages of the microfilm aperture card adaptation to the problem of providing meaningful occupational information for the use of the students and counselors. These are:

1. Counselors perceive the VIEW materials and approach as an aid to them in implementing their guidance programs. This aid was seen as relieving them of the time-consuming task of collecting and disseminating occupational information to their students and at the same time providing an increase in information.

2. The VIEW system attracts many students to the use of the occupational files who typically had not used such information frequently in the past.

3. Student reaction to all phases of the VIEW project was favorable, and they perceived this information as being of aid to them in making their career choices.

4. Counselor enthusiasm for and promotion of a service of the counselor service (e.g., occupational information) leads to a greater participation by the total staff in this aspect of the guidance service, both in referrals from teachers and the use of this service within a classroom setting.

The activities of the Career Information Center during the 1966-67 school year have also shown that:

1. A summer workshop providing both instruction in vocational guidance and experience in entry level occupations is perceived by counselors as a valuable and worthwhile experience and an aid to them in their future interactions with students.

2. The reaction of the community to both the VIEW project and the summer workshop for counselors was favorable. Representatives of community services, industries, and businesses freely gave of their time and talents in both the preparation of the VIEW materials for the schools and for providing vocational experiences and financial reimbursement for workshop participants during the summer. Both activities have created closer working relationships between the San Diego County Department of Education and schools of San Diego County with the local communities.

3. The vocational training provided by the junior colleges in San Diego County is perceived by these students generally in a favorable light with most students seeing this training and experiences in the junior college as valuable and necessary in their chosen occupations.

Specific needs were also revealed during the year as a result of the evaluations and surveys conducted by the Career Information Center staff. These include:

1. A need for more effort in making students aware of the aid available to them in the counseling center of the various schools.

2. A need for more counseling and guidance with students who do not plan to attend a four-year college. Many of these students it was shown, change their level of aspiration once after entering their junior college training and many are not satisfied with the occupation they do enter after leaving their vocational training courses in the junior colleges. This was emphasized by the large percentage of students who received jobs unrelated to their training, who changed majors after once entering the junior college, who felt they were not using their abilities to their best advantage on the job they held, and who changed jobs within one year after leaving their junior college training. This need was also pointed out by the large majority of these students who wait until late in their senior year of high school or just previous to entering junior college before deciding upon an occupation in which to seek training. The trends from this survey have also shown that students do make the decision to attend a junior college while still in high school, evidently without the aid of a counselor. And many of these students do not investigate this training beyond the secondhand information received through catalogs and other brochures released by these institutions.

Generally, the Career Information Center has shown that the providing of occupational information via microfilm aperture card provides valuable and useful information to both students and counselors, and with a more concentrated effort on the part of the guidance personnel working with the students, this system can be utilized to provide an even more effective vocational guidance service in the schools.

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APPENDIX

APPENDIX A

OCCUPATIONAL INFORMATION QUESTIONNAIRE FOR JUNIOR COLLEGES OF SAN DIEGO COUNTY

JUNIOR COLLEGE STUDENT SAMPLE - PERCENT OF TOTAL RESPONSES

TOTAL N = 856

General Information

1. Check One	Male	61 521	Female	39 334		
2. Check your class	Freshman	71 603	Sophomore	29 244		
3. Check your plans for after junior college	Job	19 165	Further education and training	70 592	Undecided	11 94
4. Check your past use of career or occupational information	Little or no use	34 292	Some use	54 451	Great deal of use	12 100

Introduction

Much time, money, and effort have been devoted to the collection, classification, and distribution of occupational information to students. People such as yourself often do not utilize this information. We wish to determine why this is so and what might be done to provide students with the kinds of occupational information most important to them in making career plans.

Your cooperation in completing this questionnaire will help in this effort to determine:

What information about occupations is of the most worth to junior college students.

How it can be prepared in the most meaningful way for junior college students.

How it can be disseminated most effectively for junior college student use.

PART I. WHAT INFORMATION ABOUT OCCUPATIONS IS OF THE MOST WORTH TO YOU?

Instructions for filling out Part I of the Questionnaire

Please indicate how important the following kinds of information about occupations are to you.

RATE EACH ITEM ON A SCALE OF 1 TO 5, PLACING A ✓ IN THE APPROPRIATE BOX

WHERE:

1 = NO IMPORTANCE TO ME
2 = LITTLE IMPORTANCE TO ME
3 = SOME IMPORTANCE TO ME
4 = IMPORTANT TO ME
5 = VERY IMPORTANT TO ME

PERCENT OF TOTAL RESPONSES

A. DESCRIPTIVE INFORMATION ABOUT AN OCCUPATION

	No importance to me 1	Little importance to me 2	Some importance to me 3	Important to me 4	Very important to me 5
1. History of the occupation	8	30	36	21	5
2. Social status of the occupation	5	11	34	39	11
3. Contribution of the occupation to society	2	6	23	41	28
4. Dictionary Of Occupation Titles code numbers	28	32	24	12	4
5. Job duties	1	1	7	38	53
6. Tools, equipment, or instruments used on the job	2	4	14	37	43
7. Other occupations related to the job	1	6	25	43	25
8. Opportunities for advancement	1	1	6	23	69
9. Where employed—major industries, kinds of employers	2	3	12	37	46
10. Physical setting, including safety factors	2	4	18	42	34
11. Social environment	2	5	23	43	27
12. Psychological environment and job satisfaction	0	1	9	33	57
13. Hours of work	2	5	21	44	28
14. Vacations	2	7	31	38	20

B. REQUIREMENTS OF THE OCCUPATION

Personal Requirements for Getting the Job	1	2	3	4	5
1. Recommended interest patterns	1	6	32	40	21
2. Kinds of aptitudes needed	1	2	18	47	32
3. Kinds of personality needed	1	3	18	46	32
4. Physical factors needed, ("stamina," "normal vision," etc.)	1	5	21	42	31
5. Sex requirements	13	15	28	27	17
6. Age requirements	6	13	29	35	17
7. Grades required in school subjects	2	4	16	37	41

PERCENT OF TOTAL RESPONSES

Preparation Requirements for Getting the Job	1 No importance to me	2 Little importance to me	3 Some importance to me	4 Important to me	5 Very important to me
1. General education required	*	2	12	45	41
2. School subjects or course of study required	*	2	9	41	48
3. Special training or education required.	1	1	6	40	52
4. Requirements for admission to specific schools	2	4	18	37	39
5. Cost, duration of special training or education	2	4	18	35	41
6. Financial aids available	4	11	25	31	29
7. Work experience required	3	5	21	38	33

Special Entry Requirements for Getting the Job	1	2	3	4	5
1. Special licenses, certificates, degrees required	2	4	14	36	44
2. Association, membership required, union or society	9	13	31	30	17
3. Special examinations required	2	6	25	39	28
4. Apprenticeship requirements	7	11	27	34	21
5. Citizenship requirements	26	16	24	19	15

C. ECONOMIC INFORMATION ABOUT THE OCCUPATION

Distribution and Outlook for the Occupation	1	2	3	4	5
1. Number of workers in the occupation	10	20	32	25	13
2. Ratio of men to women in the occupation	23	32	29	10	6
3. Number of workers in the occupation by industry	17	31	33	14	5
4. Geographical distribution of work force	13	22	32	22	11
5. Chances of getting job after meeting entry requirements	1	2	9	33	55
6. Location of current job openings	2	4	12	32	48

*Less than 1%

PERCENT OF TOTAL RESPONSES

Economic Returns of the Occupation

	1 No importance to me	2 Little importance to me	3 Some importance to me	4 Important to me	5 Very important to me
1. Stability of employment	2	1	6	26	65
2. Beginning earnings, salary increases, peak earnings, lifetime earnings potential	1	2	7	29	61
3. Potential span of working life in the occupation	1	4	12	36	47
4. Cost to worker for uniforms, tools, equipment, instruments, association or union membership, etc.	8	14	30	30	18
5. Fringe benefits, such as retirement plans and insurance (health and life)	3	4	17	33	43

D. GEOGRAPHIC AREA COVERED BY INFORMATION ABOUT AN OCCUPATION

	1	2	3	4	5
1. Information applying to all of San Diego County	4	7	24	32	33
2. Information applying to Southern California	2	8	24	40	26
3. Information applying to the State of California	3	9	34	33	21
4. Information applying to the western region of United States	7	19	34	26	14
5. Information applying to the total United States	12	19	28	19	22

PART II. HOW CAN OCCUPATIONAL INFORMATION BE PREPARED IN A MEANINGFUL WAY FOR YOU?

Instructions for filling out Part II of the Questionnaire

In utilizing occupational information, please rate each item in terms of how well it would present occupational information for your use.

RATE EACH ITEM ON A SCALE OF 1 TO 5, PLACING A ✓ IN THE APPROPRIATE BOX

WHERE:

1 = VERY POOR WAY FOR ME
2 = POOR WAY FOR ME
3 = ACCEPTABLE WAY FOR ME
4 = GOOD WAY FOR ME
5 = VERY GOOD WAY FOR ME

E. STYLE AND FORMAT OF THE MATERIAL

PERCENT OF TOTAL RESPONSES

Style	1 Very poor way for me	2 Poor way for me	3 Acceptable way for me	4 Good way for me	5 Very good way for me
1. Use of short, simple sentences	6	13	45	25	11
2. Use of lengthy, compound sentences	8	27	52	11	2
3. Use of words with few syllables	8	25	53	11	3
4. Use of more complex vocabulary	4	23	46	21	6
5. Limited use of technical terms	6	16	41	29	8
6. Liberal use of technical terms	7	30	38	19	6
7. Use of concrete true to life examples to illustrate concepts	2	3	24	39	32
8. Use of abstract theoretical examples to illustrate concepts	12	29	36	15	8

Format	1	2	3	4	5
1. Use of statistics	6	13	34	29	18
2. Use of charts, graphs, and tables	5	12	35	32	16
3. Use of pictures	4	9	40	29	18
4. Narrative presentation	4	8	38	34	16
5. Story presentation	9	24	41	18	8
6. Straight-fact presentation only	6	16	35	24	19
7. Cartoon or comic book presentation	45	29	18	5	3

PART III. HOW CAN OCCUPATIONAL INFORMATION BEST BE DISSEMINATED FOR YOU?

Instructions for filling out Part III of the Questionnaire

Please rate each item in terms of the way in which you would want to receive occupational information.

RATE EACH ITEM ON A SCALE OF 1 TO 5, PLACING A ✓ IN THE APPROPRIATE BOX WHERE:

1 = VERY POOR WAY FOR ME
2 = POOR WAY FOR ME
3 = ACCEPTABLE WAY FOR ME
4 = GOOD WAY FOR ME
5 = VERY GOOD WAY FOR ME

PERCENT OF TOTAL RESPONSES

F. MEDIA FOR DISSEMINATION OF OCCUPATIONAL INFORMATION

	1 Very poor way for me	2 Poor way for me	3 Acceptable way for me	4 Good way for me	5 Very good way for me
1. Books such as career fiction novels	25	38	28	7	2
2. Periodicals	2	8	42	37	11
3. Single printed sheet	4	16	44	26	10
4. Booklets	1	4	32	43	20
5. Filmstrips	5	13	32	34	16
6. Motion pictures	5	14	34	29	18
7. Recordings	8	25	39	21	7
8. Attending career conferences	4	12	28	30	26
9. Speaking with successful workers	2	5	20	32	41
10. Classes on career information	5	8	27	32	28
11. Television	7	18	45	20	10
12. Radio	9	24	43	17	7
13. Employer recruitment literature	6	12	35	29	18

PART IV. IN USING OCCUPATIONAL INFORMATION, HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOU?

Instructions for filling out Part IV of the Questionnaire

RATE EACH ITEM ON A SCALE OF 1 TO 5, PLACING A ✓ IN THE APPROPRIATE BOX

WHERE:

1 = NO IMPORTANCE TO ME
2 = LITTLE IMPORTANCE TO ME
3 = SOME IMPORTANCE TO ME
4 = IMPORTANT TO ME
5 = VERY IMPORTANT TO ME

PERCENT OF TOTAL RESPONSES

GENERAL INFORMATION ABOUT AN OCCUPATION	1 No importance to me	2 Little importance to me	3 Some importance to me	4 Important to me	5 Very important to me
A. Descriptive information about an occupation	*	2	17	43	38
B. Requirements of the occupation	*	*	5	36	59
C. Economic information about the occupation	1	1	15	43	40
D. Geographic area covered by information about an occupation	2	8	29	36	25
E. Style and format of the material	2	10	36	38	14
F. Media for dissemination of occupational information	2	6	37	40	15

COMMENTS: ____________________

____

____

____

*Less than 1%

APPENDIX B

1966-67 PILOT SCHOOLS & ENROLLMENTS

Junior Colleges

Palomar College	4,258
MiraCosta College	902
Grossmont College	4,676
San Diego City College	3,195
Southwestern College	4,025
Subtotal	17,056

High Schools

Carlsbad High School	900
Escondido High School	1,675
Chula Vista High School	1,245
Kearny High School	2,356
Mount Miguel High School	2,314
Poway High School	853
Santana High School	1,287
Subtotal	10,630
Grand Total	27,686*

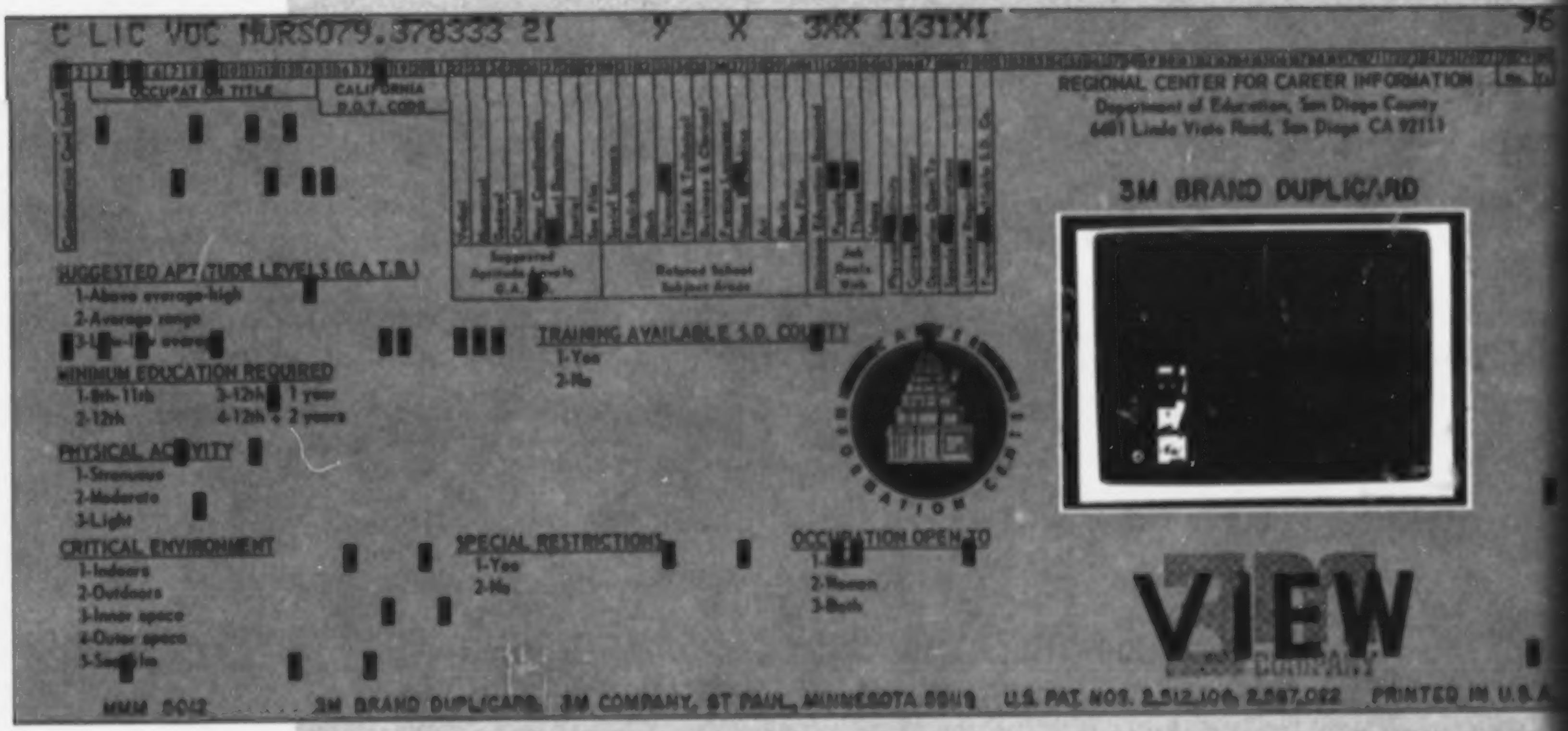
Decks of microfilm aperture cards were also provided on a request basis to:

- San Diego State College
- San Diego Youth Opportunity Center
- Utah State Board of Education
- Ramona High School
- San Mateo Union High School District - Know and Care Center
- Imperial Valley College
- New York State Education Department
- Stanislaus County Department of Education
- Office of San Mateo County Superintendent of Schools
- Colorado State Board for Vocational Education
- Solano County Superintendent of Schools
- Harvard University - Information System for Vocational Decisions
- Office of Superintendent of Schools, Fresno County
- Kern County Joint Union High School District
- San Dieguito High School
- Borrego Springs High School
- Office of Superintendent of Schools, San Bernardino County

APPENDIX C

VIEW

VOCATIONAL INFORMATION FOR EDUCATION AND WORK



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OCCUPATION TITLE

CALIFORNIA D.O.T. CODE

Suggested Aptitude Levels G.A.T.B.

Related School Subject Areas

Job Deals With

REGIONAL CENTER FOR CAREER INFORMATION
Department of Education, San Diego County
6401 Linda Vista Road, San Diego CA 92111

3M BRAND DUPLICARD

SUGGESTED APTITUDE LEVELS (G.A.T.B.)
1-Above average-high
2-Average range
3-L[illegible] average

MINIMUM EDUCATION REQUIRED
1-8th-11th
2-12th
3-12th + 1 year
4-12th + 2 years

TRAINING AVAILABLE S.D. COUNTY
1-Yes
2-No

PHYSICAL ACTIVITY
1-Strenuous
2-Moderate
3-Light

CRITICAL ENVIRONMENT
1-Indoors
2-Outdoors
3-Inner space
4-Outer space
5-Se[illegible]

SPECIAL RESTRICTIONS
1-Yes
2-No

OCCUPATION OPEN TO
1-[illegible]
2-Women
3-Both

VIEW

MMM 5012 3M BRAND DUPLICARD 3M COMPANY, ST PAUL, MINNESOTA 55119 U.S. PAT. NOS. 2,512,106, 2,587,022 PRINTED IN U.S.A.

REGIONAL CENTER FOR CAREER INFORMATION
Department of Education, San Diego County
6401 Linda Vista Road, San Diego, California 92111

VIEW SERVES YOUTH

There **ARE** jobs for young people. And you don't always need a 4-year college degree to get a job.

BUT:

How much education **DO** you need?

What must you have just to be considered for the job?

AND:

Would you really like the job?

What do you know about the pay, the working conditions, and the career opportunities?

In plain words, VIEW – Vocational Information for Education and Work – gives you facts you can use – up-to-date, realistic information on job opportunities plus the personal qualities and education you need to get these jobs.

VIEW lets you:

- Inquire in privacy about the personality, aptitudes, and physical traits you need to get the job and education you want
- Decide for yourself whether you will like the working conditions
- Plan your preparation and training for both education and job
- Take advantage of job prospects and educational opportunities which may appeal to you in your own and nearby communities
- Investigate for yourself where you can get more facts about the job and education that interest you

VIEW HELPS THE COUNSELOR

Today, a counselor is overwhelmed trying to keep up with the multiple sources of information about jobs and educational opportunities for young people. **VIEW** collects, organizes, and synthesizes such information. **VIEW** packages the data in a compact form so that a counselor is not crowded out of his office space by hundreds of publications and catalogs. **VIEW** lets the counselor:

- Stay up to date with changing information about jobs, job markets, pay scales
- Have at his fingertips information about a wide variety of jobs that young people may find attractive
- Motivate young people to inquire for themselves about careers and educational opportunities
- Find out facts about jobs and education so he can help young people achieve their goals
- Obtain in short order an encyclopedic knowledge that otherwise would require extensive searching

HOW VIEW STARTED

VIEW – Vocational Information for Education and Work – started with an idea:

> Young people should have a chance to find out for themselves about jobs and schooling.

It was a good idea **BUT** – the information about such jobs and educational opportunities wasn't in any one place. Furthermore, a lot of it wasn't organized for fast reading. . . fast copying. To accomplish this idea, the San Diego County Career Information Center – and **VIEW** – was pioneered by Martin Gerstein and Richard Hoover, Guidance Coordinators, Department of Education, San Diego County.

Help came from the office of the California State Director of Vocational Education and the Vocational Education Act of 1963. Also, the State Department of Employment, San Diego State College, and the Hospital Council of San Diego along with many other community agencies worked together to get the current, local facts that young people want and counselors need. These facts were put together in a modern format, using microfilm and data processing – the advanced tools of getting information into the hands of people who need to know. Young people who have used **VIEW** like the privacy of investigation – the localized information about job and school opportunities – the information as up-to-date as today's newspaper – and the easy, understandable phrasing.

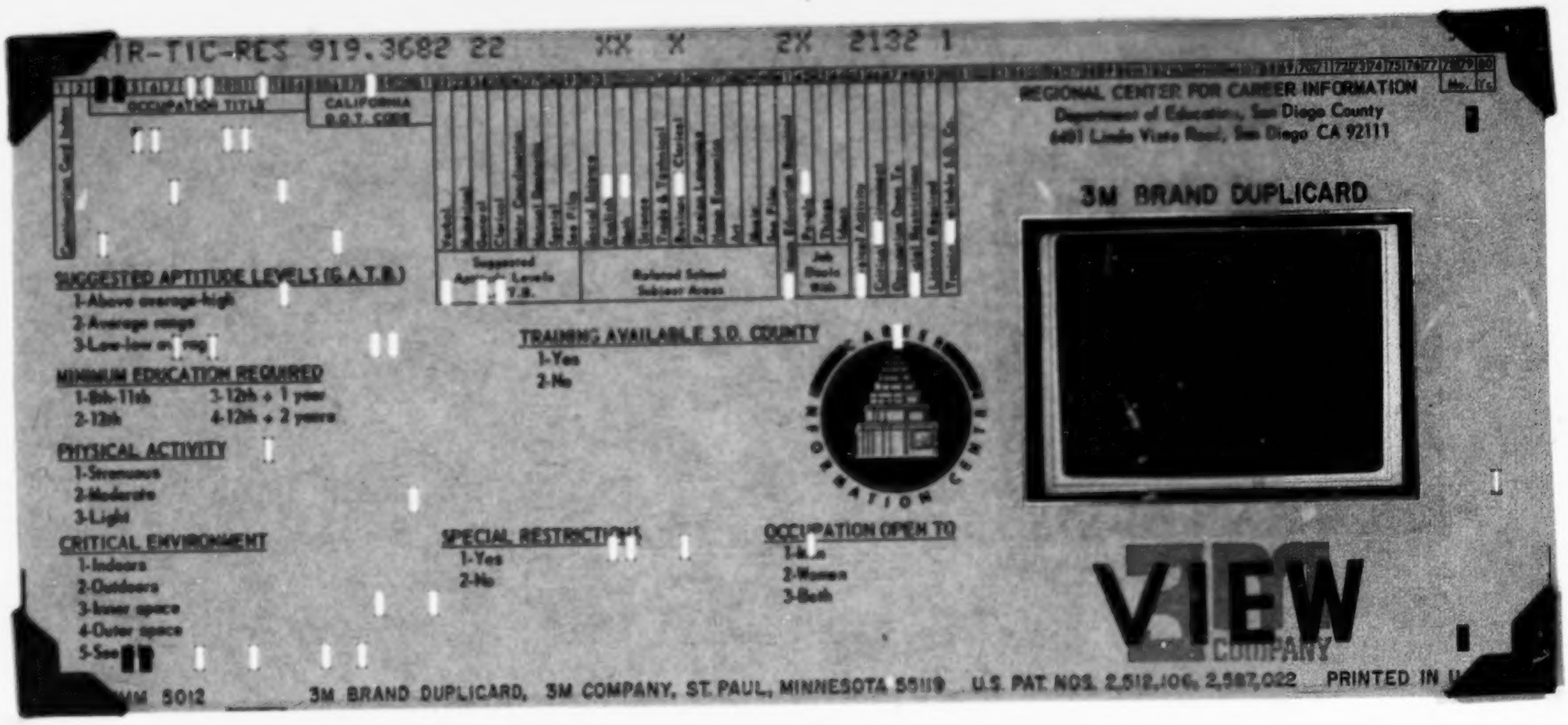
The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

REGIONAL CENTER FOR CAREER INFORMATION—SAN DIEGO, CALIFORNIA

APPENDIX D

VIEWSCRIPT APERTURE CARDS

General Information



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OCCUPATION TITLE

CALIFORNIA D.O.T. CODE

Suggested Aptitude Levels G.A.T.B.

Related School Subject Areas

Job Deals With

No. Yr.

REGIONAL CENTER FOR CAREER INFORMATION
Department of Education, San Diego County
6401 Linda Vista Road, San Diego CA 92111

3M BRAND DUPLICARD

SUGGESTED APTITUDE LEVELS (G.A.T.B.)
1-Above average-high
2-Average range
3-Low-low average

MINIMUM EDUCATION REQUIRED
1-8th-11th
2-12th
3-12th + 1 year
4-12th + 2 years

PHYSICAL ACTIVITY
1-Strenuous
2-Moderate
3-Light

CRITICAL ENVIRONMENT
1-Indoors
2-Outdoors
3-Inner space
4-Outer space
5-See

TRAINING AVAILABLE S.D. COUNTY
1-Yes
2-No

SPECIAL RESTRICTIONS
1-Yes
2-No

OCCUPATION OPEN TO
1-Men
2-Women
3-Both

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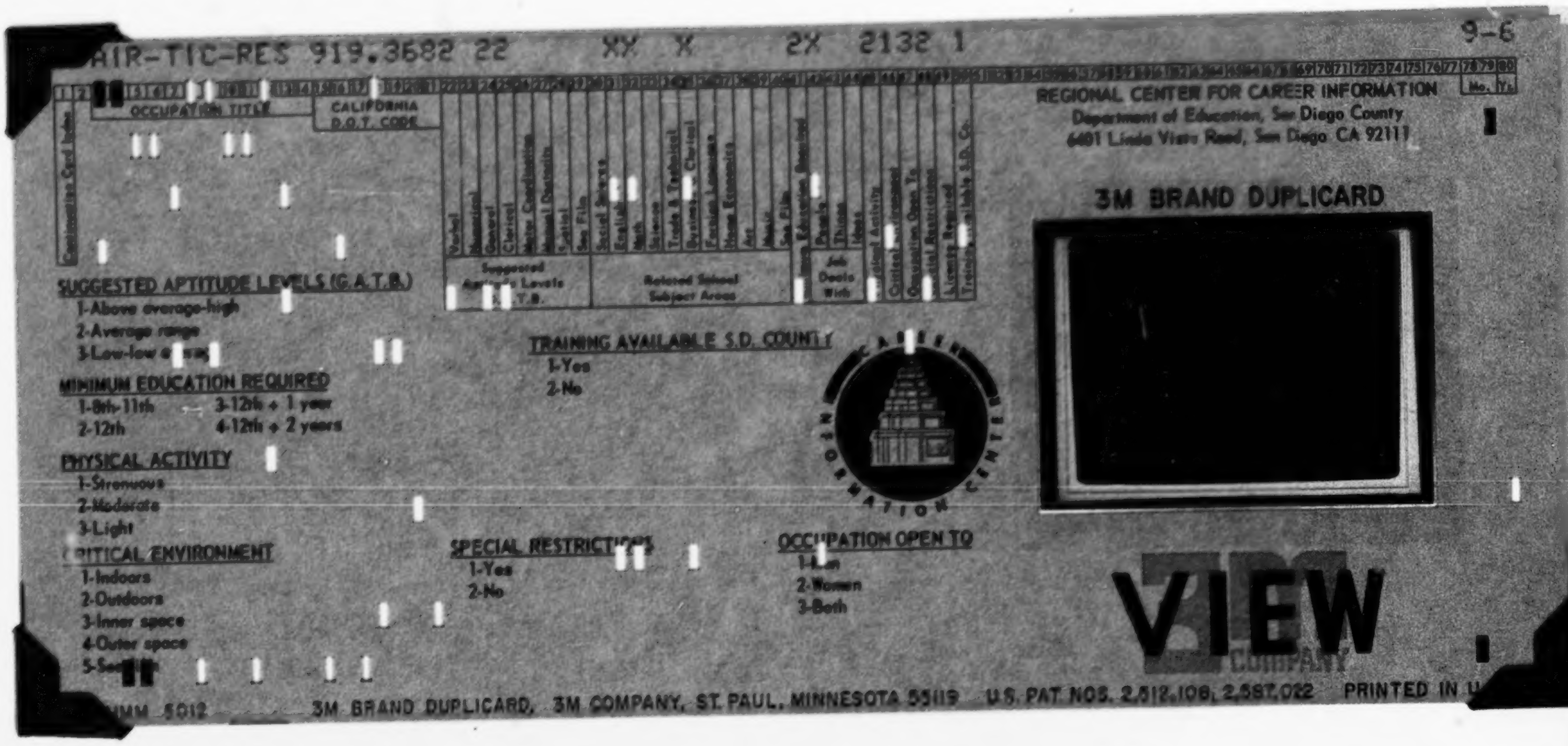
Local Information



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9-6

OCCUPATION TITLE

CALIFORNIA D.O.T. CODE

Suggested Aptitude Levels G.A.T.B.

Related School Subject Areas

Job Deals With

No. Yr.

REGIONAL CENTER FOR CAREER INFORMATION
Department of Education, San Diego County
6401 Linda Vista Road, San Diego CA 92111

3M BRAND DUPLICARD

SUGGESTED APTITUDE LEVELS (G.A.T.B.)
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2-12th
3-12th + 1 year
4-12th + 2 years

PHYSICAL ACTIVITY
1-Strenuous
2-Moderate
3-Light

CRITICAL ENVIRONMENT
1-Indoors
2-Outdoors
3-Inner space
4-Outer space
5-See

TRAINING AVAILABLE S.D. COUNTY
1-Yes
2-No

SPECIAL RESTRICTIONS
1-Yes
2-No

OCCUPATION OPEN TO
1-Men
2-Women
3-Both

MM 5012 3M BRAND DUPLICARD, 3M COMPANY, ST. PAUL, MINNESOTA 55119 U.S. PAT. NOS. 2,512,106, 2,587,022 PRINTED IN U

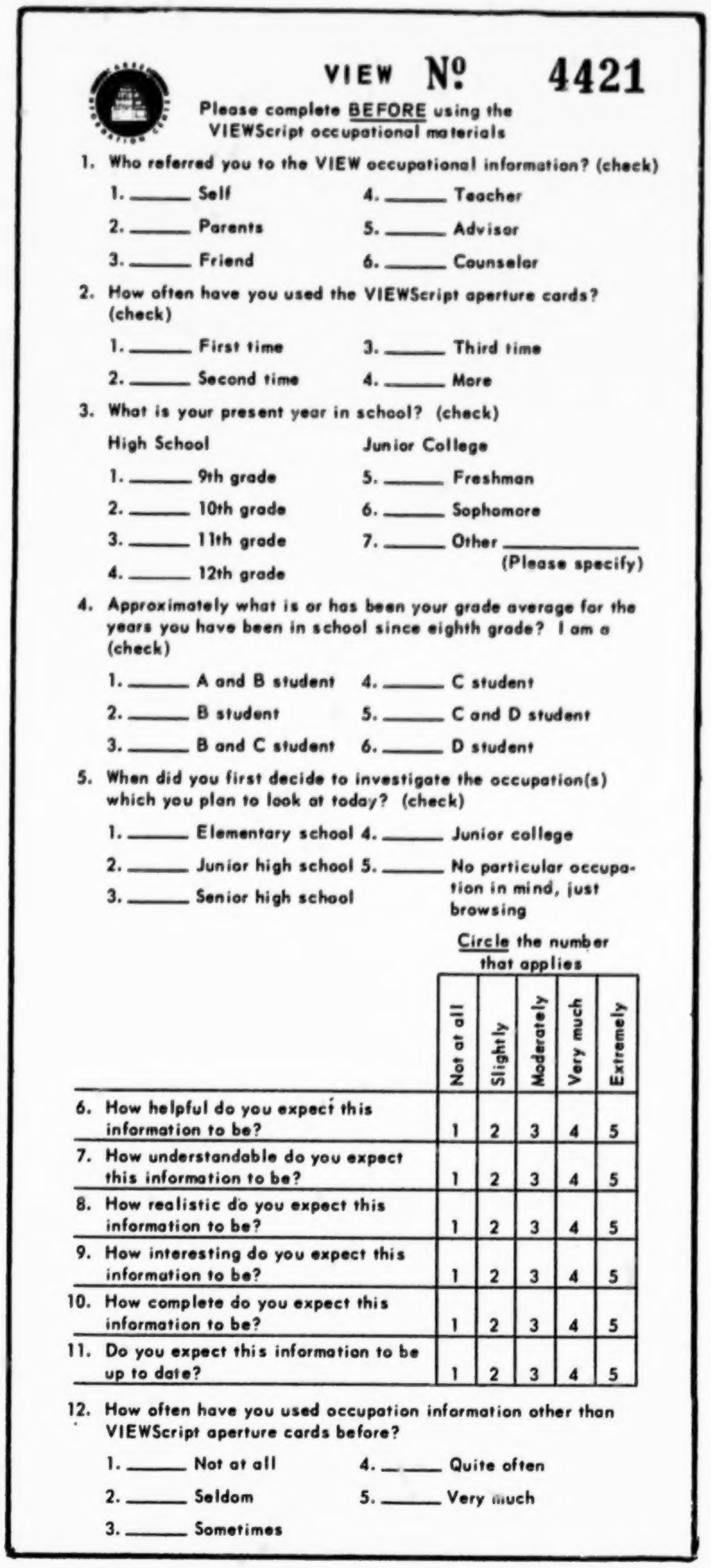
APPENDIX E

IMMEDIATE REACTION AND EVALUATION

QUESTIONNAIRES

(October 1966 through February 1967)

BEFORE



VIEW № **4421**

Please complete BEFORE using the VIEWScript occupational materials

1. Who referred you to the VIEW occupational information? (check)
   1. ______ Self
   2. ______ Parents
   3. ______ Friend
   4. ______ Teacher
   5. ______ Advisor
   6. ______ Counselor
2. How often have you used the VIEWScript aperture cards? (check)
   1. ______ First time
   2. ______ Second time
   3. ______ Third time
   4. ______ More
3. What is your present year in school? (check)

   High School
   1. ______ 9th grade
   2. ______ 10th grade
   3. ______ 11th grade
   4. ______ 12th grade

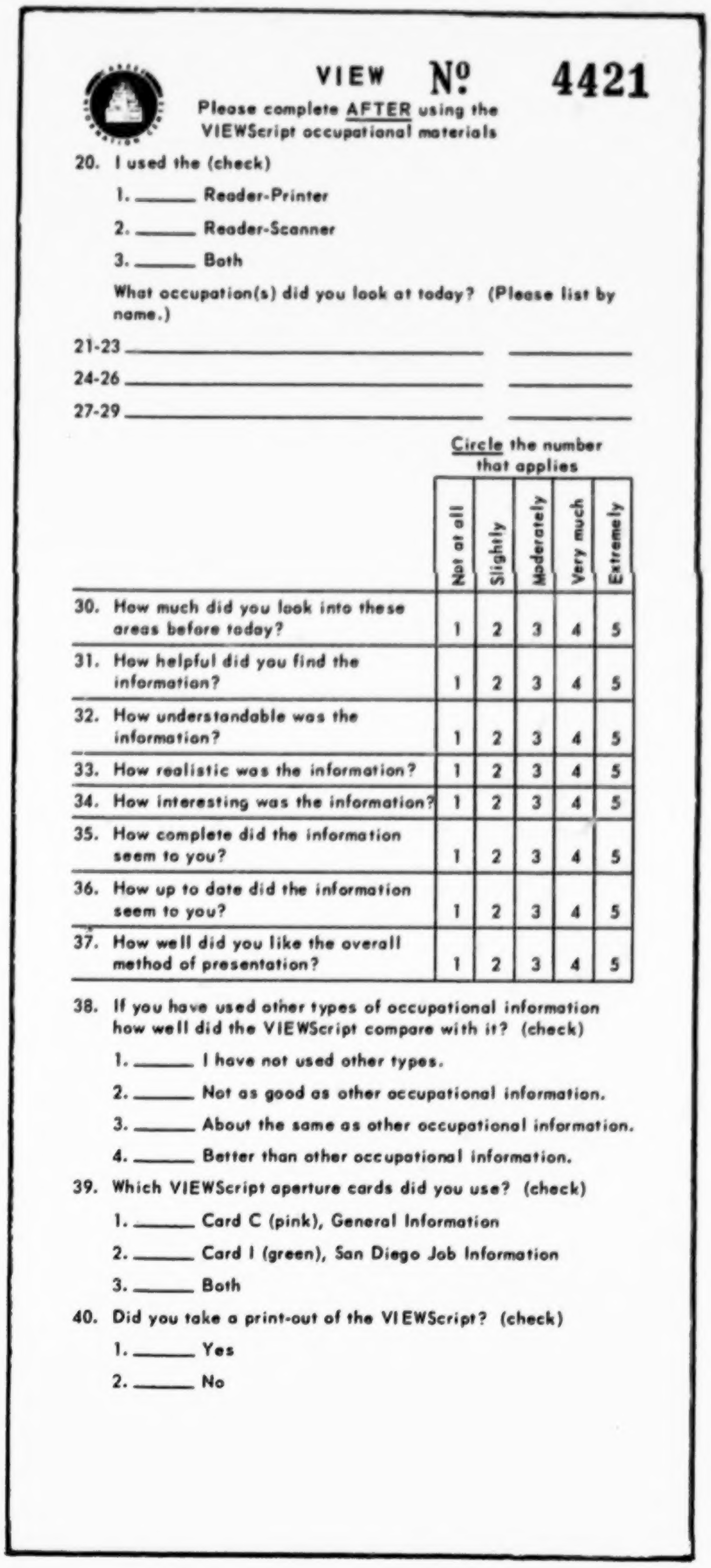
   Junior College
   5. ______ Freshman
   6. ______ Sophomore
   7. ______ Other ______ (Please specify)
4. Approximately what is or has been your grade average for the years you have been in school since eighth grade? I am a (check)
   1. ______ A and B student
   2. ______ B student
   3. ______ B and C student
   4. ______ C student
   5. ______ C and D student
   6. ______ D student
5. When did you first decide to investigate the occupation(s) which you plan to look at today? (check)
   1. ______ Elementary school
   2. ______ Junior high school
   3. ______ Senior high school
   4. ______ Junior college
   5. ______ No particular occupation in mind, just browsing

Circle the number that applies

	Not at all	Slightly	Moderately	Very much	Extremely
6. How helpful do you expect this information to be?	1	2	3	4	5
7. How understandable do you expect this information to be?	1	2	3	4	5
8. How realistic do you expect this information to be?	1	2	3	4	5
9. How interesting do you expect this information to be?	1	2	3	4	5
10. How complete do you expect this information to be?	1	2	3	4	5
11. Do you expect this information to be up to date?	1	2	3	4	5

12. How often have you used occupation information other than VIEWScript aperture cards before?
    1. ______ Not at all
    2. ______ Seldom
    3. ______ Sometimes
    4. ______ Quite often
    5. ______ Very much

AFTER



VIEW № **4421**

Please complete AFTER using the VIEWScript occupational materials

20. I used the (check)
    1. ______ Reader-Printer
    2. ______ Reader-Scanner
    3. ______ Both

What occupation(s) did you look at today? (Please list by name.)

21-23 ______________________ ________

24-26 ______________________ ________

27-29 ______________________ ________

Circle the number that applies

	Not at all	Slightly	Moderately	Very much	Extremely
30. How much did you look into these areas before today?	1	2	3	4	5
31. How helpful did you find the information?	1	2	3	4	5
32. How understandable was the information?	1	2	3	4	5
33. How realistic was the information?	1	2	3	4	5
34. How interesting was the information?	1	2	3	4	5
35. How complete did the information seem to you?	1	2	3	4	5
36. How up to date did the information seem to you?	1	2	3	4	5
37. How well did you like the overall method of presentation?	1	2	3	4	5

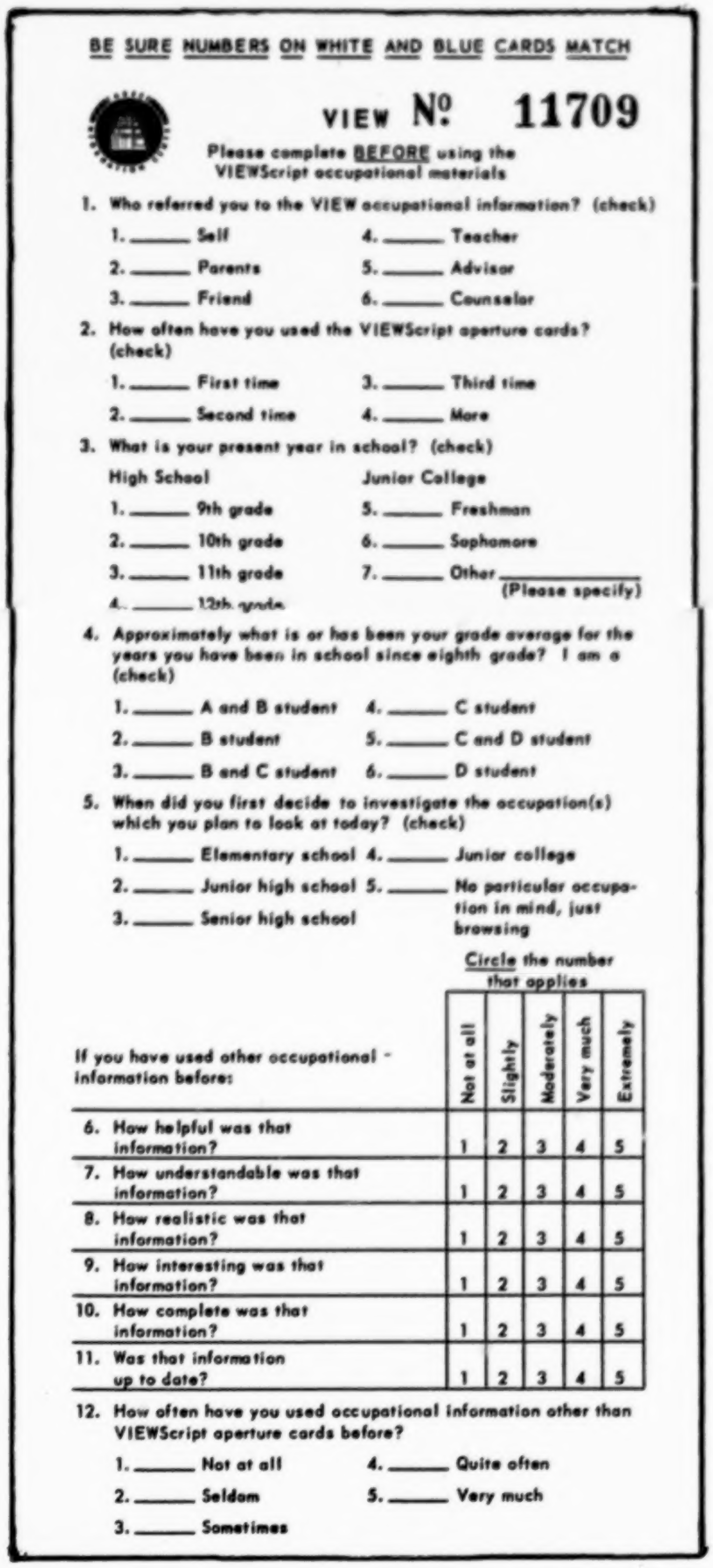
38. If you have used other types of occupational information how well did the VIEWScript compare with it? (check)
    1. ______ I have not used other types.
    2. ______ Not as good as other occupational information.
    3. ______ About the same as other occupational information.
    4. ______ Better than other occupational information.
39. Which VIEWScript aperture cards did you use? (check)
    1. ______ Card C (pink), General Information
    2. ______ Card I (green), San Diego Job Information
    3. ______ Both
40. Did you take a print-out of the VIEWScript? (check)
    1. ______ Yes
    2. ______ No

IMMEDIATE REACTION AND EVALUATION

QUESTIONNAIRES

(March 1967 through May 1967)

BEFORE



BE SURE NUMBERS ON WHITE AND BLUE CARDS MATCH

VIEW №. 11709

Please complete BEFORE using the VIEWScript occupational materials

1. Who referred you to the VIEW occupational information? (check)

1. ______ Self
2. ______ Parents
3. ______ Friend
4. ______ Teacher
5. ______ Advisor
6. ______ Counselor

2. How often have you used the VIEWScript aperture cards? (check)

1. ______ First time
2. ______ Second time
3. ______ Third time
4. ______ More

3. What is your present year in school? (check)

High School
1. ______ 9th grade
2. ______ 10th grade
3. ______ 11th grade
4. ______ 12th grade

Junior College
5. ______ Freshman
6. ______ Sophomore
7. ______ Other ______ (Please specify)

4. Approximately what is or has been your grade average for the years you have been in school since eighth grade? I am a (check)

1. ______ A and B student
2. ______ B student
3. ______ B and C student
4. ______ C student
5. ______ C and D student
6. ______ D student

5. When did you first decide to investigate the occupation(s) which you plan to look at today? (check)

1. ______ Elementary school
2. ______ Junior high school
3. ______ Senior high school
4. ______ Junior college
5. ______ No particular occupation in mind, just browsing

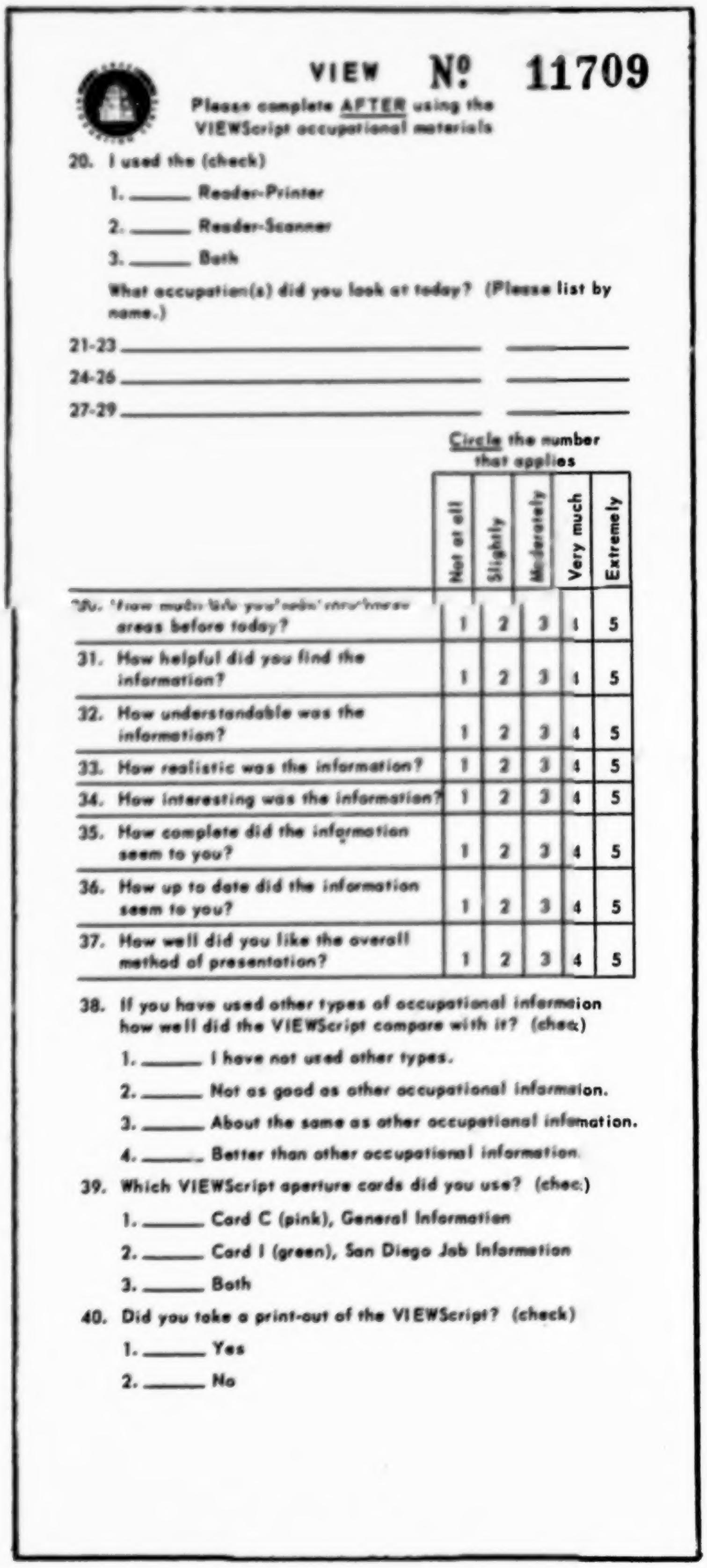
Circle the number that applies

If you have used other occupational information before:	Not at all	Slightly	Moderately	Very much	Extremely
6. How helpful was that information?	1	2	3	4	5
7. How understandable was that information?	1	2	3	4	5
8. How realistic was that information?	1	2	3	4	5
9. How interesting was that information?	1	2	3	4	5
10. How complete was that information?	1	2	3	4	5
11. Was that information up to date?	1	2	3	4	5

12. How often have you used occupational information other than VIEWScript aperture cards before?

1. ______ Not at all
2. ______ Seldom
3. ______ Sometimes
4. ______ Quite often
5. ______ Very much

AFTER



VIEW №. 11709

Please complete AFTER using the VIEWScript occupational materials

20. I used the (check)

1. ______ Reader-Printer
2. ______ Reader-Scanner
3. ______ Both

What occupation(s) did you look at today? (Please list by name.)

21-23 ______________________ ________
24-26 ______________________ ________
27-29 ______________________ ________

Circle the number that applies

	Not at all	Slightly	Moderately	Very much	Extremely
30. How much did you know about these areas before today?	1	2	3	4	5
31. How helpful did you find the information?	1	2	3	4	5
32. How understandable was the information?	1	2	3	4	5
33. How realistic was the information?	1	2	3	4	5
34. How interesting was the information?	1	2	3	4	5
35. How complete did the information seem to you?	1	2	3	4	5
36. How up to date did the information seem to you?	1	2	3	4	5
37. How well did you like the overall method of presentation?	1	2	3	4	5

38. If you have used other types of occupational information how well did the VIEWScript compare with it? (check)

1. ______ I have not used other types.
2. ______ Not as good as other occupational information.
3. ______ About the same as other occupational information.
4. ______ Better than other occupational information.

39. Which VIEWScript aperture cards did you use? (check)

1. ______ Card C (pink), General Information
2. ______ Card I (green), San Diego Job Information
3. ______ Both

40. Did you take a print-out of the VIEWScript? (check)

1. ______ Yes
2. ______ No

APPENDIX F

Career Information Center

VIEW Utilization Questionnaire

To The Student: This questionnaire is an attempt to evaluate and improve our vocational information. Your honest opinions will be greatly appreciated. No names are needed. Thank you.

A. How often did you use the VIEW materials (check one)

1._____Once only
2._____Twice
3._____3 - 6 times
4._____6 - 12 times
5._____Over 12 times

B. If you answered the above question 1 or 2 - Why?

____

____

____

C. Listed in each occupational description are sources of additional information. (Page 4) Did you seek out and use any of these additional sources? (check one)

1._____Yes
2._____No

D. If yes - how often? (check one)

1._____Only once
2._____A few times
3._____Quite often
4._____Everytime I used the VIEWScripts

E. Listed with many occupations are resource people to contact for additional information. Did you contact any of these people? (check one)

1._____Yes
2._____No

F. Did you make an appointment to visit with your counselor after using the VIEWScripts? (check one)

1._____Sometimes
2._____Usually
3._____Always
4._____Never

G. Did you discuss any of the information on the VIEWScripts with your parents? (check one)

1.____Sometimes

2.____Usually

3.____Always

4.____Never

H. Did you usually take a print-out? (check one)

1.____No

2.____Yes (1 or 2 pages)

3.____Yes (3 or 4 pages)

4.____Yes (5 or more pages)

5.____Yes (Number of pages varied)

I. Which pages did you usually print out? (check more than one if you wish) Your counselor has copies of the pages.

1.____Page 1

2.____Page 2

3.____Page 3

4.____Page 4

5.____Page 5

6.____Page 6

7.____Page 7

8.____Page 8

J. What effect did the information on the VIEWScripts have on your choice of a career? (check one)

1.____Very much

2.____Some

3.____A little

4.____No effect

K. What part or parts of the VIEWScript were most useful to you?

APPENDIX G

○ junior college

○ high school

Career Information Center

Counselor Reaction Questionnaire

(1) How would you estimate student reaction to the VIEWScripts?

1._____Very favorable

2._____Favorable

3._____Same as to other occupational information

4._____Unfavorable

5._____Very unfavorable

(2) Did the use of other types of vocational information increase since VIEW was placed in your school?

1._____Yes, very much

2._____Yes, a little

3._____No, not noticeably

(3) Was there an increase in the participation and/or interest of your total school staff in this (vocational) aspect of the guidance service?

1._____Yes, very much

2._____Yes, a little

3._____No, not noticeably

(4) Were the VIEW materials used in any classroom activities?

1._____Yes

2._____No

(5) If you answered Question #4 Yes--How? (use back if necessary)

____

____

____

____

____

(6) Who had the clerical responsibility for the VIEW project in your office?

1.____A counselor

2.____Secretary

3.____Student help

(7) What, in your opinion, is the most valuable aspect of the VIEW project?

(8) In reflecting on all the sources of occupational information available, how would you rate VIEWScripts (the printed copy only) in value for students. (place an X)

1.____Not as good

2.____About the same

3.____Better

4.____Much better

(9) How (in comparison) would you rate the total system (content as well as dissemination media) in value for students?

1.____Not as good

2.____About the same

3.____Better

4.____Much better

(10) How would you rate student use compared to these other sources?

1.____Not as good

2.____About the same

3.____Better

4.____Much better

(11) What is your title?

(12) What credential(s) do you hold?

(13) Please list your experience

_____teaching
years

_____counseling
years

(14) Specifically--how do you see VIEW aiding you as a counselor?

____

____

____

____

____

____

____

____

____

____

APPENDIX H

DEPARTMENT OF EDUCATION
SAN DIEGO COUNTY
6401 Linda Vista Road, San Diego CA 92111 • Area Code 714 Tel. 278-6400

CECIL D. HARDESTY
SUPERINTENDENT OF SCHOOLS

March 7, 1967

Mr. John A. Geddes
1686 Bahia Vista Way
La Jolla CA 92037

Dear John:

I hope you'll forgive this rather informal and hasty message. However, it is very important that we receive your reaction to your experience as a participant in the Summer Workshop for Counselors in Entry Occupations which was conducted by this office in cooperation with San Diego State College. In addition, it is quite critical that we receive your reply on or before Wednesday, March 15.

A brief one-page questionnaire requiring only a few minutes of your time to finish is enclosed. Please complete as indicated in the instructions and return the questionnaire to me in the stamped self-addressed envelope provided. It is not necessary to sign or otherwise identify yourself on the sheet.

Your assistance with this is greatly appreciated. If you are interested in receiving a summary of this survey, please indicate this on the questionnaire. Thanks again!

Sincerely yours,

Richard Hoover
Guidance Coordinator

RH:MS:MF
Enclosures

PLEASE RETURN AT ONCE--THANK YOU

SUMMER WORKSHOP FOR COUNSELORS IN ENTRY OCCUPATIONS

Participant Reaction
March 1967

INSTRUCTIONS: Please check your answer for each item 1-10

1. Participant: Male_____ Female_____

2. Participant IN: Summer 1965_____ Summer 1966_____

3. Position: Counselor_____ Teacher-Counselor_____ Teacher_____ Administrator_____

4. A major objective of the Workshop was to "familiarize counselors with entry occupations in participating business and industrial firms." Was this objective realized for you?

Yes_____ No_____ Questionable_____

5. Most valuable Workshop experience for you:

Classroom Experience_____ On-the-job Experience_____ Both, equally valuable_____

6. As a result of my participation, I gained the most information about: (May check more than one)
_____Sources of occupational or career information
_____Uses of occupational or career information
_____Career development theory
_____Labor market outlook
_____Entry jobs in San Diego County for high school and junior college graduates
_____Personnel practices of local business and industry
_____Role of California Department of Employment in working with school age youth
_____Counseling students about careers
_____What it's like to "begin at the bottom"
_____Did not acquire significant amount of new information

7. Participating in the Summer Workshop has been helpful to me in: (May check more than one
_____Counseling with students about careers
_____Finding part-time jobs for students
_____Finding jobs for school dropouts
_____Finding jobs for graduates
_____Working with business and industry
_____Working with teachers
_____Working with parents
_____Professional advancement
_____Not helpful

8. How would you rate the writing of VIEWPOINT as a part of your Workshop experience
_____Very valuable
_____Valuable
_____As valuable as any of the other Workshop experiences
_____Had little value
_____Not valuable--should not be included

9. In general, how would you rate the overall value of the Workshop experience to you in your work?
_____Has been very helpful in my work
_____Has been helpful in my work
_____As helpful in my work as typical graduate course
_____Was interesting but of little value in my work
_____Not interesting and has little value in my work

12. Would you recommend that counselors and other professionals who work with youth in career planning and vocational guidance have a similar experience?

_____Yes _____No

APPENDIX I

January 3, 1967

To: Pupil Personnel Service Personnel

From: Richard Hoover
Edwin Whitfield
Guidance Coordinators

Re: Evaluation and Reactions to VIEWPOINT

As you know this is our second publication concerning the summer workshops conducted for area guidance personnel. Before continuing on our present course we would welcome your reactions to the value and use of this publication.

A few minutes of your time in completing the attached questionnaire will be of great value to us in our attempt to provide occupational and vocational information for your use with San Diego secondary school students.

A self-addressed return envelope is enclosed for your convenience in returning the questionnaire.

Thank you.

RH:EW:MF
Enclosures

VIEWPOINT EVALUATION

1. What position do you now hold?

____

2. Are you (check one)

1. _____Full-time in this position?

2. _____Part-time in this position?

3. Have you used VIEWPOINT in the past?

1. _____Yes

2. _____No

(If you answered #3 "No" please skip to question 6)

4. If yes, how did you use it? (Check more than one if applicable)

1. _____It was placed with other occupational information for the use of students if they wished.

2. _____It was used in counseling sessions with individual students.

3. _____It was used in occupational classes or units as a reference.

4. _____Other______________________________________
(please specify)

____

5. Compared with other local occupational information, how would you rate the amount of usage?

1. _____Much more
2. _____More
3. _____About the same
4. _____Less often

6. How does it compare with other local occupational information in usefulness?

1. _____Much better
2. _____Better
3. _____About the same
4. _____Not as good

7. As a counseling tool how would you rate VIEWPOINT?

1._____Very Valuable
2._____Valuable
3._____It is of some help
4._____It is of little help

8. As a reference tool how would you rate VIEWPOINT?

1._____Very valuable
2._____Valuable
3._____It is of some help
4._____It is of little help

9. What would you estimate student reaction was to the previous VIEWPOINT?

1._____Very favorable, interest level high.
2._____Favorable, seem to like it.
3._____No unusual reaction—no different than other occupation information.
4._____Unfavorable, definitely do not like this means of presentation.

10. Were you aware that summer workshops such as the one described in VIEWPOINT are conducted for counselors?

1._____Yes
2._____No

11. What other occupational areas would you like to see covered in future workshops?

____

____

____

APPENDIX J

DEPARTMENT OF EDUCATION
SAN DIEGO COUNTY
6401 LINDA VISTA ROAD, SAN DIEGO CA 92111 • AREA CODE 714 TEL. 278-6400

CECIL D. HARDESTY
SUPERINTENDENT OF SCHOOLS

Dear Former Junior College Student:*

The Department of Education, San Diego County, in cooperation with the junior colleges throughout San Diego County is trying to supply high school students with help in choosing their educational goals in the coming years.

To obtain this needed information we have decided to ask the experts—you. We say experts and we really mean it, for who else but those who have experienced the training and life of a junior college can really say what it is like for a prospective student. It is this kind of information that high school students want and need.

Career information for those students who do not wish to attend a four-year college is scarce, and in some instances nonexistent. Next year hundreds of students in San Diego County will follow a course of study similar to that which you have taken. The information you provide can be of vital aid to them.

Your answers will be strictly confidential. No names will be used and all processing will use the number next to your name on the last page which identifies your major. Results will be reported to each high school student by major on a countywide basis only.

So won't you help us to help others? Ten minutes of your time in checking answers to the following questions may save many students from wasting months or years in an inappropriate program or school.

Incidentally, if you are interested in how your classmates as a group are doing (types of jobs, salaries, etc.) we would be happy to send you our results. Just correct the address on the back page and mail the questionnaire to us in the prepaid self-addressed envelope.

Hope to hear from you soon—and thanks.

Sincerely yours,

Edwin A. Whitfield

Edwin A. Whitfield
Guidance Coordinator

EAW:MF
Enclosure

*NOTE: If the person for whom this questionnaire is intended no longer lives at this address would you please forward it? If this is not possible, please correct the address on the back page and return it to us. Thank you.

JUNIOR COLLEGE
FOLLOW-UP QUESTIONNAIRE

Note: Even if you have not been employed since junior college for whatever reason (marriage, military service, illness etc.) please answer any of the questions that you can.

1. Are you male or female?
   A. _____ Male
   B. _____ Female

2. How old are you now? (check one)
   A. _____ At least 18 but less than 21
   B. _____ At least 21 but less than 25
   C. _____ At least 25 but less than 30
   D. _____ At least 30 but less than 45
   E. _____ At least 45

3. Where did you rank in your high school graduating class? (check one)
   A. _____ Top quarter
   B. _____ Second quarter
   C. _____ Third quarter
   D. _____ Bottom quarter

4. How did you first find out about the junior college you attended? (check one)
   A. _____ Information published by the junior college such as catalogs, pamphlets, etc.
   B. _____ A high school counselor
   C. _____ A high school teacher
   D. _____ My parents
   E. _____ Friends
   F. _____ Other ______________________________
   (please specify)

5. Did you ever visit individually with a counselor about the possibilities of attending the junior college you attended? (check one)
   A. _____ Yes, I visited with a high school counselor
   B. _____ Yes, I visited with a U.S. Employment counselor
   C. _____ Yes, I visited with a junior college counselor
   D. _____ No, I never visited with any counselor

6. Did you make the final decision to attend your junior college while still in high school?
   A. _____ Yes
   B. _____ No

7. Did you visit the school and look around before enrolling? (check one)
   A. _____ Yes
   B. _____ No

8. What finally made you decide to attend the junior college you did? (check one)
   A. _____ Closeness of the school
   B. _____ Influence of my parents
   C. _____ Influence of my high school teachers and/or counselors
   D. _____ Influence of a U.S. Employment counselor
   E. _____ Influence of a junior college counselor
   F. _____ Influence of friends or relatives
   G. _____ The curriculum and facilities of the school
   H. _____ Literature published by the junior college
   I. _____ The school's reputation
   J. _____ The length of the course of study
   K. _____ Financial reasons
   L. _____ Entrance requirements of the school
   M. _____ The ability of the college to place its graduates
   N. _____ My choice was a secondary or temporary one
   O. _____ I don't know

9. Who encouraged you most to attend the junior college? (check one)
   A. _____ My parents
   B. _____ Relatives of mine
   C. _____ Friends of mine about my age or not much older
   D. _____ Friends of my family
   E. _____ A previous employer of mine
   F. _____ The people from the junior college
   G. _____ A teacher or counselor in a high school
   H. _____ Somebody in some government agencies (such as the employment service)
   I. _____ Nobody encouraged me. I decided all by myself.

10. How long before entering junior college did you decide to go into the occupation you are now engaged in or hope to enter as soon as possible? (check one)
    A. _____ I really didn't decide until I had been in junior college for a while
    B. _____ I decided just before coming to junior college (within one month)
    C. _____ I decided more than one month but less than six months before I came to junior college
    D. _____ I decided more than six months but less than one year before coming to junior college
    E. _____ I decided at least one year before I came to junior college

11. Did you have a full-time job before you attended the junior college?
    A. _____ Yes
    B. _____ No

12. In what course of study did you first enroll at the junior college?
    ____

13. Was this a college transfer program?
    A. _____ Yes
    B. _____ No

14. Did you hold a job while attending junior college? (check one)
    A. _____ Yes—full time (35 or more hours per week)
    B. _____ Yes—part time (less than 35 hours per week)
    C. _____ No—I didn't hold a job

15. If you did hold a job during junior college, how related was this job to your training? (check one)
A.____It was exactly the kind of work I was training for
B.____It was related to my area of training
C.____It was in a different occupation

16. What part of your junior college expenses did you earn through employment while attending junior college?
A.____1/4 or less
B.____Between 1/4 and 1/2
C.____Between 1/2 and 3/4
D.____Over 3/4

17. How hard did you have to study to be successful in junior college? (check one)
A.____Not hard at all. If you show up for classes you are O.K.
B.____We keep busy but none of the work is really hard
C.____You have to work hard at least half of the time to get along
D.____You have to work hard almost all of the time to get along

18. What do you consider the biggest difference between junior college and the high schools you had attended in the past? (check one)
A.____There really isn't much difference
B.____At junior college we studied only what we needed to know
C.____At junior college they had the equipment that the other schools just don't have
D.____If you go to a junior college you can get a job when you finish
E.____At junior college the instructors know what they are talking about
F.____I couldn't get a course like I had any place else (such as private schools)

19. How much of what you learned in junior college was new information? (check one)
A.____All of it was new. I didn't know anything about it before coming
B.____Most of it was new information
C.____About half of it was new information
D.____Less than half of it was new information
E.____Hardly any of it was new. I knew it before I came

20. I attended junior college for about: (check one)
A.____One semester
B.____Two semesters
C.____Three semesters
D.____Four semesters
E.____More________________________________
(please specify)

21. I have had the following types of schooling or training since I left junior college (check one)
A.____None
B.____Another junior college
C.____A private trade, technical, business, or similar type of school
D.____A four year college or university
E.____A correspondence school
F.____A military training school

22. If you have had training since leaving junior college, name the training program (or objective) and the length of the course or program

Name of Program

____

____

Number of Months

____

____

23. How long after leaving junior college did you actually begin work on your first job? (check one)
A.____There was no wait. I went right to work
B.____Within a week
C.____At least 1 week but less than 2 weeks
D.____At least 2 weeks but less than 5 weeks
E.____At least 5 weeks but less than 15 weeks
F.____At least 15 weeks but less than 27 weeks
G.____27 weeks or more
H.____I haven't had a job since I left junior college. (You may comment in the spaces below if you wish.)

____

____

____

____

____

____

24. I first heard about the first job I obtained after leaving the school from: (check one)
A.____The junior colleges placement service
B.____Someone else working for the school
C.____Friends or relatives
D.____An ad in a newspaper or magazine
E.____An employment agency
F.____A previous employer of mine
G.____Other (explain)________________

____

____

25. In your opinion, is the first job you obtained after leaving school related to the training you received? (check one)
A.____Yes, it is exactly the kind of work I was trained for
B.____Yes, it is related to my area of training
C.____No, it is in a different occupation

26. Is (or was) this first job a full-time paid job?
A.____Yes
B.____No

27. When you started on your first job after leaving the school, what were your weekly wages (before taxes and deductions)? (check one)
A._____Less than $40
B._____At least $40 but less than $60
C._____At least $60 but less than $80
D._____At least $80 but less than $100
E._____At least $100 but less than $120
F._____$120 or more
G._____Impossible to determine due to:
____
____
____
(for example, farming on shares, self-employed, etc.)

28. In my first job after I left junior college my title and some of the important things I do (or did) are:
Title______________________________
____
Tasks______________________________
____
____
____
____
____

29. Now that you have left the school, how would you rate it if a prospective student asked you? (check one)
A._____Very high, I think it's among the best in the country
B._____Above average, it's better than most
C._____Average, it's probably no better nor worse than most
D._____Below average, most others would probably be better
E._____Very low, I wouldn't recommend that others go there

30. Do (or did) the things you learned in junior college help you to do better work on your first job? (check one)
A._____Yes, they help a lot
B._____Yes, they are of some definite help
C._____No, they don't help much if at all

31. What do (or did) you like most about this job? (check one)
A._____The amount of money it pays
B._____The kinds of job skills I am able to use
C._____It's a chance to help other people
D._____The prestige I get from this position
E._____The work surroundings (equipment, light, friends, etc.)
F._____The fact that the job is mine as long as I want it
G._____The people I work with
H._____The fact that there is lots of variety in the things I do

32. If you had not received the specialized training you obtained at junior college, could you have been hired for this job? (check one)
A._____Yes, I'm quite sure I could have
B._____I probably could have
C._____I just don't know
D._____No, I probably could not have
E._____No, I'm sure I could not have

33. Do you think your chances for advancement are better because of your junior college training? (check one)
A._____Yes, they are definitely better
B._____Yes, a little better
C._____No, the junior college training made little difference

34. How satisfied are (or were) you with this job? (check one)
A._____Very satisfied, I hope I never leave it
B._____Satisfied, I like it as well as most things I could be doing
C._____A little dissatisfied, I probably won't stick with it for too long
D._____Quite dissatisfied, I am looking for something better now
E._____Very dissatisfied, I hope to leave very soon

35. How certain do you feel that this is (or was) the type of work which you can do best? (check one)
A._____Quite certain, I wouldn't be able to do anything else this well
B._____Fairly certain, I don't know of anything that would be better
C._____A little uncertain, sometimes I wonder if some other occupation wouldn't be better for me
D._____Quite uncertain, I often think I should try something else
E._____Very uncertain, I'm sure I could do better in some other occupation

36. My first job is (or was) (check one)
A._____Within my home town or community
B._____Not more than 25 miles from my home town
C._____Between 26 and 100 miles from my home town
D._____More than 100 miles from my home town

37. How does (or did) your first job after leaving school compare with the kind of job you thought you might be able to get? (check one)
A._____It is better than the type of job I expected
B._____It is just about what I expected
C._____It isn't as good as I expected
D._____This question does not apply to me because I did not look for work in the area for which I was trained

38. If you are not still on your first job after leaving the junior college, why did you seek another job? (check one)
A._____I am still on my first job
B._____I left to go into the armed services
C._____I was promoted to a better job in the same company
D._____I found a better job in another company
E._____I didn't like the kind of work I had to do
F._____I didn't like the people I had to work with
G._____There was no chance for advancement
H._____I was laid off or fired

I. _____ I left because my husband (wife, parents) changed jobs and we moved to another community

J. _____ Other (explain)______________________________

____

____

____

If you are still working on your first job after leaving the school, skip to item 41. If not, complete items 39 and 40.

39. What is your present occupation?

A. _____ I am not working now

B. _____ Title______________________________

____

____

Tasks______________________________________

____

____

____

____

40. What are your weekly wages (before taxes and deductions) now? (check one)

A. _____ Less than $40

B. _____ At least $40 but less than $60

C. _____ At least $60 but less than $80

D. _____ At least $80 but less than $100

E. _____ At least $100 but less than $120

F. _____ $120 or more

G. _____ Impossible to determine due to:

____

____

____

____

(for example, farming on shares, self-employed, etc.)

41. If you had the opportunity to start again would you? (check one)

A. _____ Go to the same school and take the same course

B. _____ Go to the same school and take a different course

C. _____ Go to a different school and take the same course

D. _____ Go to a different school and take a different course

E. _____ Go to a four year college or university and take the same course

F. _____ Go to a four year college or university and take a different course

G. _____ Skip all schooling and go right to work

H. _____ Other______________________________
(please specify)

____

____

____

____

42. If the job you now hold is not related to your junior college training, what was the main reason for choosing this job?

____

____

____

____

____

☐ Yes, please send me the results of the Follow-up Study when it is completed.
My present address is:

Please correct if your address has changed.

____

____

The work presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare.

JUNIOR COLLEGE
FOLLOW-UP QUESTIONNAIRE

Note: Even if you have not been employed since junior college for whatever reason (marriage, military service, illness etc.) please answer any of the questions that you can.

1. Are you male or female?
   A._____Male
   B._____Female

2. How old are you now? (check one)
   A._____At least 18 but less than 21
   B._____At least 21 but less than 25
   C._____At least 25 but less than 30
   D._____At least 30 but less than 45
   E._____At least 45

3. Where did you rank in your high school graduating class? (check one)
   A._____Top quarter
   B._____Second quarter
   C._____Third quarter
   D._____Bottom quarter

4. How did you first find out about the junior college you attended? (check one)
   A._____Information published by the junior college such as catalogs, pamphlets, etc.
   B._____A high school counselor
   C._____A high school teacher
   D._____My parents
   E._____Friends
   F._____Other ______________________________
   (please specify)

5. Did you ever visit individually with a counselor about the possibilities of attending the junior college you attended? (check one)
   A._____Yes, I visited with a high school counselor
   B._____Yes, I visited with a U.S. Employment counselor
   C._____Yes, I visited with a junior college counselor
   D._____No, I never visited with any counselor

6. Did you make the final decision to attend your junior college while still in high school?
   A._____Yes
   B._____No

7. Did you visit the school and look around before enrolling? (check one)
   A._____Yes
   B._____No

8. What finally made you decide to attend the junior college you did? (check one)
   A._____Closeness of the school
   B._____Influence of my parents
   C._____Influence of my high school teachers and/or counselors
   D._____Influence of a U.S. Employment counselor
   E._____Influence of a junior college counselor
   F._____Influence of friends or relatives
   G._____The curriculum and facilities of the school
   H._____Literature published by the junior college
   I._____The school's reputation
   J._____The length of the course of study
   K._____Financial reasons
   L._____Entrance requirements of the school
   M._____The ability of the college to place its graduates
   N._____My choice was a secondary or temporary one
   O._____I don't know

9. Who encouraged you most to attend the junior college? (check one)
   A._____My parents
   B._____Relatives of mine
   C._____Friends of mine about my age or not much older
   D._____Friends of my family
   E._____A previous employer of mine
   F._____The people from the junior college
   G._____A teacher or counselor in a high school
   H._____Somebody in some government agencies (such as the employment service)
   I._____Nobody encouraged me. I decided all by myself.

10. How long before entering junior college did you decide to go into the occupation you are now engaged in or hope to enter as soon as possible? (check one)
    A._____I really didn't decide until I had been in junior college for a while
    B._____I decided just before coming to junior college (within one month)
    C._____I decided more than one month but less than six months before I came to junior college
    D._____I decided more than six months but less than one year before coming to junior college
    E._____I decided at least one year before I came to junior college

11. Did you have a full-time job before you attended the junior college?
    A._____Yes
    B._____No

12. In what course of study did you first enroll at the junior college?
    ____

13. Was this a college transfer program?
    A._____Yes
    B._____No

14. Did you hold a job while attending junior college? (check one)
    A._____Yes—full time (35 or more hours per week)
    B._____Yes—part time (less than 35 hours per week)
    C._____No—I didn't hold a job

15. If you did hold a job during junior college, how related was this job to your training? (check one)
A._____It was exactly the kind of work I was training for
B._____It was related to my area of training
C._____It was in a different occupation

16. What part of your junior college expenses did you earn through employment while attending junior college?
A._____1/4 or less
B._____Between 1/4 and 1/2
C._____Between 1/2 and 3/4
D._____Over 3/4

17. How hard did you have to study to be successful in junior college? (check one)
A._____Not hard at all. If you show up for classes you are O.K.
B._____We keep busy but none of the work is really hard
C._____You have to work hard at least half of the time to get along
D._____You have to work hard almost all of the time to get along

18. What do you consider the biggest difference between junior college and the high schools you had attended in the past? (check one)
A._____There really isn't much difference
B._____At junior college we studied only what we needed to know
C._____At junior college they had the equipment that the other schools just don't have
D._____If you go to a junior college you can get a job when you finish
E._____At junior college the instructors know what they are talking about
F._____I couldn't get a course like I had any place else (such as private schools)

19. How much of what you learned in junior college was new information? (check one)
A._____All of it was new. I didn't know anything about it before coming
B._____Most of it was new information
C._____About half of it was new information
D._____Less than half of it was new information
E._____Hardly any of it was new. I knew it before I came

20. I attended junior college for about: (check one)
A._____One semester
B._____Two semesters
C._____Three semesters
D._____Four semesters
E._____More________________________________
(please specify)

21. I have had the following types of schooling or training since I left junior college (check one)
A._____None
B._____Another junior college
C._____A private trade, technical, business, or similar type of school
D._____A four year college or university
E._____A correspondence school
F._____A military training school

22. If you have had training since leaving junior college, name the training program (or objective) and the length of the course or program

Name of Program

____

____

Number of Months

____

____

23. How long after leaving junior college did you actually begin work on your first job? (check one)
A._____There was no wait. I went right to work
B._____Within a week
C._____At least 1 week but less than 2 weeks
D._____At least 2 weeks but less than 5 weeks
E._____At least 5 weeks but less than 15 weeks
F._____At least 15 weeks but less than 27 weeks
G._____27 weeks or more
H._____I haven't had a job since I left junior college. (You may comment in the spaces below if you wish.)

____

____

____

____

____

____

24. I first heard about the first job I obtained after leaving the school from: (check one)
A._____The junior colleges placement service
B._____Someone else working for the school
C._____Friends or relatives
D._____An ad in a newspaper or magazine
E._____An employment agency
F._____A previous employer of mine
G._____Other (explain)________________________

____

____

25. In your opinion, is the first job you obtained after leaving school related to the training you received? (check one)
A._____Yes, it is exactly the kind of work I was trained for
B._____Yes, it is related to my area of training
C._____No, it is in a different occupation

26. Is (or was) this first job a full-time paid job?
A._____Yes
B._____No

27. When you started on your first job after leaving the school, what were your weekly wages (before taxes and deductions)? (check one)
A._____Less than $40
B._____At least $40 but less than $60
C._____At least $60 but less than $80
D._____At least $80 but less than $100
E._____At least $100 but less than $120
F._____$120 or more
G._____Impossible to determine due to:
____
____
____
(for example, farming on shares, self-employed, etc.)

28. In my first job after I left junior college my title and some of the important things I do (or did) are:
Title____
____
Tasks_______________________________________
____
____
____
____
____

29. Now that you have left the school, how would you rate it if a prospective student asked you? (check one)
A._____Very high, I think it's among the best in the country
B._____Above average, it's better than most
C._____Average, it's probably no better nor worse than most
D._____Below average, most others would probably be better
E._____Very low, I wouldn't recommend that others go there

30. Do (or did) the things you learned in junior college help you to do better work on your first job? (check one)
A._____Yes, they help a lot
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H._____The fact that there is lots of variety in the things I do

32. If you had not received the specialized training you obtained at junior college, could you have been hired for this job? (check one)
A._____Yes, I'm quite sure I could have
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C._____No, the junior college training made little difference

34. How satisfied are (or were) you with this job? (check one)
A._____Very satisfied, I hope I never leave it
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D._____I found a better job in another company
E._____I didn't like the kind of work I had to do
F._____I didn't like the people I had to work with
G._____There was no chance for advancement
H._____I was laid off or fired

I. _____ I left because my husband (wife, parents) changed jobs and we moved to another community

J. _____ Other (explain) ____________________

____

____

____

If you are still working on your first job after leaving the school, skip to item 41. If not, complete items 39 and 40.

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A. _____ I am not working now

B. _____ Title ____________________

____

____

Tasks ____________________

____

____

____

____

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B. _____ At least $40 but less than $60

C. _____ At least $60 but less than $80

D. _____ At least $80 but less than $100

E. _____ At least $100 but less than $120

F. _____ $120 or more

G. _____ Impossible to determine due to:

____

____

____

____

(for example, farming on shares, self-employed, etc.)

41. If you had the opportunity to start again would you? (check one)

A. _____ Go to the same school and take the same course

B. _____ Go to the same school and take a different course

C. _____ Go to a different school and take the same course

D. _____ Go to a different school and take a different course

E. _____ Go to a four year college or university and take the same course

F. _____ Go to a four year college or university and take a different course

G. _____ Skip all schooling and go right to work

H. _____ Other ____________________
(please specify)

____

____

____

____

42. If the job you now hold is not related to your junior college training, what was the main reason for choosing this job?

____

____

____

____

____

☐ Yes, please send me the results of the Follow-up Study when it is completed.
My present address is:

Please correct if your address has changed.

____

____

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APPENDIX K

REGIONAL CENTER FOR CAREER INFORMATION
SAN DIEGO COUNTY

Alphabetical Listing of Occupations

Final Index 1966-67

Index	Occupation	Index Card Title
A	Accounting Clerk	Account Clk
	Admitting Clerk	Admit Clerk
	Air Conditioning and Refrigeration Mechanic	Air-Con Man
	Aircraft Loftsman	Aircft Loft
	Airframe & Powerplant Mechanic	Airfrme Mech
	Airline Agent, Ticket and Reservation	Air-Tick-Res
	Airline Pilot	Air Pilot
	Airline Stewardess	Air Steward
	Ambulance Driver	Ambulnce Drv
	Animal Keeper	Animal Keep
	Appliance Serviceman	Appl Service
	Asbestos and Insulating Worker	Asbes-Insul
	Assembler, Electronics	Assem (Elec)
	Athlete, Professional	Athlete
	Automobile Body Repairman	Auto Body Rep
	Auto Mechanic	Auto Mech
	Automobile (New Car Get-Ready Man)	Auto New Man
	Automobile Parts Man (Counterman)	Auto Pts Man
B	Baker	Baker
	Bank Clerk	Bank Clerk
	Bank Teller	Bank Teller
	Barber	Barber
	Bartender	Bartender
	Beach Lifeguard	B Lifeguard
	Beauty Operator	Beauty Op
	Bellman	Bellman
	Bindery Worker	Bindery Wkr
	Bookkeeper	Bookkeeper
	Bookkeeping Machine Operator	Book Mach Op
	Box Boy	Box Boy
	Bricklayer and Bricklayer Apprentice	Bricklayer
	Building Inspector	Build Inspect
	Bus Boy	Bus Boy
	Buyer	Buyer
C	Cabinetmaker	Cabinetmaker
	Cable Splicer	Cable Splicer
	Calculating Machine Operator (Comptometer Operator)	Calc Mch Op
	Camp Counselor	Camp Counsel
	Carpenter (Apprentice Carpenter)	Carpenter
	Cashier	Cashier
	Cataloger	Cataloger
	Cement Mason	Cement Mason
	Child-Day-Care Center Worker (Nursery School-Child Care Teacher)	Child Care Wkr
	Civil Service Apprentice	Civil Ser Ap
	Clerk-Typist	Clerk-Typist

Index	Occupation	Index Card Title
C	Coin Machine Mechanic (Vending Machine Serviceman)	Coin Mach Mec
	Commercial Artist	Comm Artist
	Control Room Technician (Radio and TV)	Contrl Rm Tc
	Cooks and Chefs	Cook-Chef
	Copywriter	Copywriter
	Countergirl (Laundry and Dry Cleaning)	Countergirl
	Court Reporter	Court Report
	Credit Manager	Credit Mgr
	Custodian	Custodian
D	Dairy Farm Hand	Dairy Hd
	Darkroom Technician	Darkroom Tec
	Data Processing Equipment Technician	D P Equip Tech
	Data Processing Machine Operator (Computer Operator)	Computer Op
	Data Processing Programmer (Business Programmer EDP)	D P Program
	Dental Assistant	Dental Asst
	Dental Hygienist	Dental Hyg
	Dental Laboratory Technician	Den Lab Tech
	Department Store Sales Clerk	Sales Clk
	Diesel Mechanic	Diesel Mech
	Dishwasher	Dishwasher
	Displayman	Displayman
	Draftsman	Draftsman
	Drapery Seamstress	Seamstrss Dr
	Driver-Salesman (Routeman)	Driver Sales
E	Electrician (Construction)	Electr Con
	Electrical Repairman	Elec Repair
	Electrocardiograph Technician	EKG Tech
	Electronic Technician	Elect Tech
	Electroplater	Elec Plater
	Engineering Aid	Eng Aid
F	File Clerk	File Clerk
	Fingerprint Technician	Finger Tech
	Fireman (Firefighter)	Fireman
	Floor Covering Installer	Flo Cov Inst
	Floral Designer	Floral Des
	Food Clerk	Food Clerk
	Forestry Aid	Forestry Aid
	Front Office Clerk--Hotels	Hotel Clerk
	Furniture Upholsterer	Upholsterer
G	Garment Cutter	Gar Cutter
	General Secretary	Genl Secty
	Groundsman	Groundsman
	Guard (Watchman)	Guard

Index	Occupation	Index Card Title
H		
I	Instrumentman	Instru Man
	Insurance Agent	Insur Agent
	Insurance Clerk	Ins Clerk
	Interior Designers and Decorators	Intr Des-Dec
J	Junior Accountant	Jr Accountant
	Junior Federal Assistant	Jr Fed Asst
K	Key-punch Operator	Key-punch Op
	Kitchen Helper	Kit Helper
L	Laborer--General	Laborer
	Laundry Worker	Laundry Wkr
	Lens Grinder (Optical)	Lens Grinder
	Library Assistant	Library Asst
	Licensed Vocational Nurse	Lic Voc Nurse
	Lineman	Lineman
	Lithographic Cameraman	L Cameraman
	Lithographic Pressman	Litho Press
	Local Truck Driver	Drivr-Loc
	Long-Haul Truck Driver	L H Trk Drive
M	Machinist	Machinist
	Maid (Ward or Floor)	Maid Ward
	Mail Carrier	Mail Carrier
	Maintenance Man (Hospital)	Maint Man
	Maintenance Mechanic (Industrial)	Maint Mech
	Medical Laboratory Assistant	Med Lab Asst
	Medical Record Librarian	Med Rec Lib
	Medical Technologist	Med Tech
	Messenger	Messenger
	Metal Bonding Assemblers, Aerospace	Assemblr-Bond
	Meter Reader	Meter Reader
	Millwright	Millwright
	Model	Model
	Molder and Coremaker	Molder
	Motorcycle Mechanic	Motor Mech
N	Newspaper Reporter	News Report
	Nurse Aide	Nurse Aide
O	Office Clerk	Office Clerk
	Office Machine Serviceman	O M Servcman
	Offset Duplicating Machine Operator	Dupl-Mach Opr

Index	Occupation	Index Card Title
O	Operating Engineer	Op Engineer
	Optician--Dispensing	Optician
	Orderly	Orderly
P	Packaging Worker	Packaging Wk
	Painter--Construction and Maintenance	Painter-C M
	Park Ranger and Assistant	Park Ranger
	Parking Lot Attendant	Park Lot Att
	Patternmaker (Apparel Industry)	Patrnmk App
	Patternmaker Plaster-Plastic (Aircraft Industry)	Patrnmak Pla
	Peace Corps Worker	Peace Corps
	Pest Control Worker	Pest Cntl Wkr
	Pharmacy Helper	Phar Helper
	Photographer	Photographer
	Plasterer	Plasterer
	Plumber	Plumber
	Policeman	Policeman
	Policewoman	Policewoman
	Post Office Clerk	Post Of Clerk
	Poultry Farm Hand	Poultry F Hd
	Power Truck Operator	Power Trk Op
	Presser	Presser
	Psychiatric Technician	Psych Tech
Q		
R	Radio and Television Announcer	R Announcer
	Radio and Television Service Technician	Ra-TV Ser Tec
	Radio Operator	Radio Oper
	Real Estate Appraiser	R E Apprais
	Real Estate Salesman	R E Salesman
	Receptionist	Receptionist
	Recreation Worker (Group)	Rec Worker
	Registered Nurse	Reg Nurse
	Retail Meat Cutter	R Meat Cuttr
	Rigger, Ship Building	Rigger, Ship
	Rod and Chainman	Rod-Chainman
	Roofer	Roofer
S	Sales Clerk-Variety Store	Sales Clerk
	Service Station Attendant	Sta Attend
	Sewing Machine Operator (Apparel Industry)	Sew Mach Op
	Sheet Metal Worker and Apprentice	Sh Met Workr
	Shipfitter	Shipfitter
	Shipping and Receiving Clerk	Ship-Rec Clk
	Shop Learner--Federal Government	Shop Learner
	Sign Painter	Sign Painter
	Small Appliance Repairman	Sml Appl Rep
	State Traffic Officer (Highway Patrol)	State Police

Index	Occupation	Index Card Title
S	Stationary Engineer	Sta Engineer
	Stenographer	Stenographer
	Stock Clerk	Stock Clerk
	Structural and Ornamental Ironworker	Str Ironwkr
	Structural & Surfaces Assembler--Aerospace	Assmblr-Air
T	Tabulating Machine Operator (Data Processing-Operator)	Tab Mach Op
	Tailor	Tailor
	Taxicab Driver	Taxicab Driv
	Technical Illustrator	Tech Illus
	Technical Writer	Tech Writer
	Telephone Station Installer	Tele Sta Ins
	Telephone Operator	Tel Op
	Telephone Industry Frameman	Tel Ind Frme
	Telephone Service Representative	Tel Ser Rep
	Telephone Supplyman	Supplymn
	Teletype Operator	Teletype Op
	Tire Vulcanizer	Tire Vulc
	Title Examiner	Title Exam
	Tool and Die Maker	Tool-Die Mak
	Tool Crib Attendant	Tool Clerk
	Tool Grinder Operator	Tool Gr Op
	Traffic Rate Clerk	Tra Rate Cl
	Travel Agent	Travel Agent
	Tuna Fisherman	Tuna Fisher
U		
V		
W	Waiter and Waitress	Wait-ress
	Warehouseman	Warehouseman
	Ward Clerk	Ward Clerk
	Welder	Welder
X	X-ray Technician	X-ray Tech
Y		
Z		

APPENDIX L

STUDENT USE OF VARIOUS VIEWSCRIPTS

RANK PREFERENCE	JOB TITLE	NUMBER
1	Airline Stewardess	181
2	Airline Pilot	136
3	Beauty Operator	101
4	Forestry Aid	87
5	Auto Mechanic	71
6	General Secretary	57
7	Draftsman	56
8	Dental Hygienist	55
9	Bookkeeper	47
10	Clerk-Typist	46
11	Stenographer	44
12	Telephone Operator	42
13	Data Processing Programmer (Business Programmer EDP)	39
14	Camp Counselor	34
15	Photographer Policeman	31
16	Licensed Vocational Nurse	28
17	Data Processing Machine Operator Dental Laboratory Technician Fireman (Firefighter) Medical Laboratory Assistant	26
18	Interior Designers and Decorators	25
19	Child-Day-Care Center Worker (Nursery School-Child Care Teacher)	24
20	Dental Assistant	23
21	Data Processing Equipment Technician X-ray Technician	22
22	Electronic Technician	21
23	File Clerk Welder	19

RANK PREFERENCE	JOB TITLE	NUMBER
24	Bank Clerk	17
25	Medical Technologist	16
26	Court Reporter Diesel Mechanic Engineering Aid	15
27	Junior Accountant Peace Corps Volunteer	14
28	Motorcycle Mechanic	13
29	Automobile Body Repairman Psychiatric Technician Travel Agent	12
30	Carpenter (Carpenter Apprentice)	11
31	Cabinetmaker Electrician (Construction) Floral Designer Nurse Aide Operating Engineer	10
32	Animal Keeper Newspaper Reporter Office Clerk Recreation Worker	9
33	Bindery Worker Cooks and Chefs Key Punch Operator Receptionist State Traffic Officer (Highway Patrol)	8
34	Barber Disc Jockey Medical Record Librarian Stock Clerk Veterinary	7
35	Airline Agent, Ticket and Reservation Technical Illustrator Technical Writer	6
36	Automobile Parts Man (Counterman) Bookkeeping Machine Operator Calculating Machine Operator (Comptometer Operator) Credit Manager Guard (Watchman) Painter Policewoman Life Guard Post Office Clerk Park Ranger	5

RANK PREFERENCE	JOB TITLE	NUMBER
37	Building Inspector	4
	Buyer	
	Electrocardiograph Technician	
	Machinist	
	Pharmacy Helper	
	Real Estate Salesman	
	Sales Clerk-Variety Store	
	Sign Painter	
	Meter Reader	
38	Admitting Clerk	3
	Automobile (New Car Get Ready Man)	
	Building Material Salesman	
	Cashier	
	Carkroom Technician	
	Electroplater	
	Insurance Clerk	
	Library Assistant	
	Long Haul Truck Driver	
	Radio and Television Announcer	
39	Bellman	2
	Cataloger	
	Instrumentman	
	Maid (Ward or Floor)	
	Model	
	Patternmaker (Apparel Industry)	
	Service Station Attendant	
	Shipping and Receiving Clerk	
	Tool and Dye Maker	
	Title Examiner	
40	Appliance Serviceman	1
	Busboy	
	Garment Cutter	
	Display Man	
	Electrical Repairman	
	Kitchen Helper	
	Lens Grinder (Optical)	
	Mail Carrier	
	Presser	
	Power Truck Operator	
	Radio and Television Service Technician	
	Real Estate Appraiser	
	Sheet Metal Worker	
	Stationery Engineer	
	Tabulating Machine Operator (Data Processing Operator)	
	Tailor	
	Taxicab Driver	
	Tire Vulcanizer	
	Waiter-Waitress	
	Ward Clerk	

RANK PREFERENCE	JOB TITLE	NUMBER
0	Air Conditioning and Refrigeration Mechanic	0
	Bricklayer and Bricklayer Apprentice	
	Cable Splicer	
	Copywriter	
	Maintenance Man	
	Maintenance Mechanic	
	Orderly	
	Patternmaker Plaster-Plastic (Aircraft Industry)	
	Rod and Chainman	
	Searcher (Real Estate Titles)	
	Sewing Machine Operator (Apparel Industry)	
	Traffic Rate Clerk	
	Commercial Artist	

APPENDIX M

REGIONAL CENTER FOR CAREER INFORMATION
SAN DIEGO COUNTY

Index by school subject

Art

Buyer
Camp Counselor
Child-Day-Care Center Worker (Nursery School-Child Care Teacher)
Displayman
Floral Designer
Interior Designer and Decorator
Painter--Constructions and Maintenance
Photographer
Radio and Television Announcer
Technical Illustrator

Business and Clerical

Admitting Clerk
Airline Agent, Ticket and Reservation
Bank Clerk
Beauty Operator
Bookkeeper
Bookkeeping Machine Operator
Buyer
Calculating Machine Operator
Cashier
Clerk Typist
Court Reporter
Credit Manager
Data Processing Programmer (Business Programmer EDP)
Dental Assistant
File Clerk
Floral Designer
General Secretary
Guard (Watchman)
Insurance Clerk
Interior Designer and Decorator
Junior Accountant
Key-Punch Operator
Office Clerk
Painter--Construction and Maintenance
Presser
Real Estate Appraiser
Real Estate Salesman
Receptionist
Sales Clerk
Service Station Attendant
Stenographer
Stock Clerk

Tabulating Machine Operator
Tailor
Telephone Operator
Traffic Rate Clerk
Travel Agent
Ward Clerk

English

Admitting Clerk
Airline Agent, Ticket and Reservation
Airline Stewardess
Automobile (New Car Get-Ready Man)
Bank Clerk
Building Inspector
Buyer
Child-Day-Care Center Worker (Nursery School-Child Care Teacher)
Clerk Typist
Court Reporter
Credit Manager
Data Processing Equipment Technician
Data Processing Programmer (Business Programmer EDP)
Dental Assistant
Dental Laboratory Technician
Fireman (Firefighter)
Food Clerk
Garment Cutter
General Secretary
Guard (Watchman)
Insurance Clerk
Junior Accountant
Long Haul Truck Driver
Mail Carrier
Medical Laboratory Assistant
Medical Records Librarian
Newspaper Reporter
Office Clerk
Policeman
Radio and Television Announcer
Real Estate Salesman
Recreation Worker (Group)
Sales Clerk
Shipping and Receiving Clerk
Sign Painter
Stenographer
Technical Writer
Telephone Operator
Title Examiner
Traffic Rate Clerk
Ward Clerk

Home Economics

Airline Stewardess
Beauty Operator
Buyer
Child-Day-Care Center Worker (Nursery School-Child Care Teacher)
Cooks and Chefs
Garment Cutter
Kitchen Helper
Licensed Vocational Nurse
Maid (Ward or Floor)
Nurse Aide
Orderly
Presser
Sewing Machine Operator (Apparel Industry)

Mathematics

Air Conditioning and Refrigeration Mechanic
Airline Agent, Ticket and Reservation
Airline Pilot
Appliance Serviceman
Auto Mechanic
Automobile Parts Man (Counterman)
[illegible]
Bookkeeper
Bookkeeping Machine Operator
Bricklayer and Bricklayer Apprentice
Building Inspector
Buyer
Cabinetmaker
Cable Splicer
Calculating Machine Operator (Comptometer Operator)
Carpenter (Apprentice Carpenter)
Cashier
Credit Manager
Data Processing Equipment Technician
Data Processing Programmer (Business Programmer EDP)
Data Processing Machine Operator (Computer Operator)
Diesel Mechanic
Draftsman
Electroplater
Engineering Aid
File Clerk
Fireman (Firefighter)
Floral Designer
Food Clerk
Instrumentman
Interior Designer and Decorator
Junior Accountant
Electrician (Construction)
Electronic Technician

Long Haul Truck Driver
Machinist
Mail Carrier
Maintenance Mechanic
Medical Laboratory Assistant
Motorcycle Mechanic
Patternmaker Plaster-Plastic (Aircraft Industry)
Radio and Television Service Technician
Real Estate Appraiser
Real Estate Salesman
Recreation Worker (Group)
Rod and Chainman
Sales Clerk
Service Station Attendant
Sheet Metal Worker and Apprentice
Sign Painter
Stenographer
Tabulating Machine Operator (Data Processing Operator)
Technical Illustrator
Technical Writer
Title Examiner
Tool and Die Maker
Ward Clerk
Welder

Music

Camp Counselor
Child-Day-Care Center Worker (Nursery School-Child Care Worker)

Science

Air Conditioning and Refrigeration Mechanic
Airline Pilot
Animal Keeper
Appliance Serviceman
Automobile Parts Man (Counterman)
Bank Clerk
Barber
Beach Lifeguard
Cable Splicer
Data Processing Equipment Technician
Data Processing Programmer (Business Programmer EDP)
Data Processing Machine Operator (Computer Operator)
Dental Assistant
Dental Hygienist
Dental Laboratory Technician
Diesel Mechanic

Electrician (Construction)
Electrocardiograph Technician
Electronic Technician
Electroplater
Engineering Aid
Fireman (Firefighter)
Forestry Aid
Instrumentman
Interior Designer and Decorator
Lens Grinder
Licensed Vocational Nurse
Machinist
Medical Laboratory Assistant
Medical Record Librarian
Medical Technologist
Nurse Aide
Operating Engineer
Painter--Construction and Maintenance
Pharmacy Helper
Photographer
Policeman
Psychiatric Technician
Radio and Television Service Technician
Real Estate Salesman
Recreation Worker (Group)
Technical Illustrator
Technical Writer
Title Examiner
Tool and Die Maker
X-ray Technician

Social Science

Admitting Clerk
Airline Stewardess
Beach Lifeguard
Camp Counselor
Child-Day-Care Center Worker (Nursery School-Child Care Teacher)
Court Reporter
Food Clerk
Guard (Watchman)
Mail Carrier
Newspaper Reporter
Policeman
Psychiatric Technician
Recreation Worker (Group)
Sheet Metal Worker and Apprentice
State Traffic Officer (Highway Patrol)
Stenographer

Trade and Technical

Air Conditioning and Refrigeration Mechanic
Appliance Serviceman
Auto Mechanic
Automobile Parts Man (Counterman)
Bricklayer and Bricklayer Apprentice
Building Inspector
Cabinetmaker
Cable Splicer
Carpenter (Apprentice Carpenter)
Data Processing Equipment Technician
Data Processing Machine Operator (Computer Operator)
Data Processing Programmer (Business Programmer EDP)
Dental Laboratory Technician
Diesel Mechanic
Draftsman
Electrician (Construction)
Electronic Technician
Electroplater
Engineering Aid
File Clerk
Forestry Aid
Instrumentman
Lens Grinder
Long Haul Truck Driver
Machinist
Maintenance Mechanic
Motorcycle Mechanic
Operating Engineer
Painter--Construction and Maintenance
Patternmaker Plaster-Plastic (Aircraft Industry)
Radio and Television Service Technician
Service Station Attendant
Sheet Metal Worker
Sign Painter
Technical Illustrator
Technical Writer
Tool and Die Maker
Welder

APPENDIX N

QUESTIONS 6 - 31

Helpfulness

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D
4	4	0	2	1	+1
4	4	0	2	3	-1
5	3	+2	4	4	0
4	1	+3	4	2	+2
4	4	0	5	4	+1
5	4	+1	4	4	0
4	2	+2	3	3	0
5	5	0	3	3	0
4	2	+2	3	4	+1
2	2	0	4	4	0
4	4	0	3	3	0
4	4	0	1	2	-1
3	3	0	3	3	0
4	2	+1	4	5	-1
4	4	0	5	2	+1
4	4	0	5	2	+1
4	4	0	3	4	-1
2	2	0	4	3	+1
4	2	+2	4	4	0
4	4	0	4	3	+1
4	4	0	3	2	+1
2	3	-1	5	5	0
5	3	+2	1	2	-1
4	2	+2	4	3	+1
			4	4	0
4	4	0			
3	1	+2	5	5	0
4	5	-1	4	3	+1
5	3	+2	1	1	0
3	4	-1	3	3	0
4	3	+1	4	4	0
5	4	+1	3	3	0
4	4	0	4	2	+1
5	3	+2	3	4	-1
5	4	+1	4	4	0
4	2	+2	3	3	0
3	4	-1	5	4	+1
5	5	0	3	4	-1
4	4	0	3	3	0
4	3	+1	4	4	0
5	4	+1	3	2	+1
4	3	+1	3	2	+1
3	4	-1	4	5	-1
4	4	0	4	4	0
4	4	0	4	4	0
3	2	+1	2	4	-2
1	3	-2	1	2	-1
3	2	+1	4	3	+1
5	4	+1	4	4	0
4	5	-1			

$\Sigma(+D) = 53$

$\Sigma(-D) = -19$

$\Sigma D = +34$

$(\Sigma D)^2 = +1156$

$\Sigma D^2 = 108.00$

$(\Sigma D)^2/N = 11.56$

$\Sigma d^2 = 96.44$

$\bar{D} = .34$

$s^2 = .9644$

$s = .9820$

QUESTIONS 7 - 32

Understandability

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D	After (White)	Before (Blue)	D
5	4	+1	4	5	-1	3	4	-1
4	4	0	5	5	0	5	5	0
4	4	0	4	3	+1	4	3	+1
4	2	+2	5	3	+2	4	3	+1
4	4	0	5	5	0	5	5	0
4	4	0	4	4	0	3	3	0
4	1	+3	5	4	+1	4	4	0
5	5	0	5	4	+1	3	3	0
4	3	+1	4	4	0	4	3	+1
3	3	0	4	4	0	3	4	-1
4	2	+2	5	3	+2	5	4	+1
5	4	+1	4	4	0	3	3	0
4	4	0	4	4	0	2	3	-1
4	4	0	5	4	+1	4	3	+1
4	2	+2	5	3	+2	4	2	+2
4	4	0	3	3	0	4	3	+1
5	4	+1	4	4	0	4	4	0
4	4	0	4	2	+2	3	3	0
3	3	0	5	4	+1	4	4	0
4	3	+1	3	4	-1	2	3	-1
5	5	0	3	4	-1	4	4	0
4	4	0	3	4	-1			
3	4	-1	3	4	-1			
4	5	-1	4	4	0			
2	3	-1	3	3	0			
			3	3	0			
4	4	0	5	4	+1			
3	1	+2	4	3	+1			
4	5	-1	5	4	+1			
5	3	+2	5	3	+2			
5	4	+1	5	3	+2			
4	3	+1	3	4	-1			
4	5	-1	4	4	0			
3	3	0	4	4	0			
4	3	+1	4	3	+1			
5	4	+1	4	2	+1			
3	3	0	4	5	-1			
4	4	0	5	3	+2			
5	5	0	4	3	+1			
4	5	-1	4	4	0			

$\Sigma(+D) = 52$

$\Sigma(-D) = -17$

$\Sigma D = +35$

$(\Sigma D)^2 = 1225$

$\Sigma D^2 = 104.00$

$(\Sigma D)^2/N = 12.25$

$\Sigma d^2 = 91.75$

$\bar{D} = .35$

$s^2 = .915$

$s = .959$

QUESTIONS 8 - 33

Realism

After (White)	Before (Blue?)	D	After (White)	Before (Blue?)	D
4	4	0	4	4	0
4	5	+1	4	4	0
4	3	+1	4	4	0
4	2	+2	5	1	+4
4	4	0	2	2	0
4	3	+1	4	4	0
4	2	+2	3	2	+1
5	5	0	5	4	+1
4	2	+2	4	4	0
4	3	+1	3	3	0
4	2	+2	3	5	-2
4	4	0	4	3	+1
4	4	0	3	3	0
5	4	+1	3	3	0
4	2	+2	5	4	+1
3	5	-2	4	3	+1
5	4	+1	5	3	+2
4	5	-1	3	4	-1
5	5	0	4	4	0
4	0	+4	3	3	0
4	5	-1	4	3	+1
4	4	0	4	4	0
3	4	-1	4	2	+2
5	5-	0	3	4	-1
4	4	0	4	3	+1
			3	2	+1
4	4	0	5	3	+2
4	1	+3	5	3	+2
5	4	+1	3	3	0
5	3	+2	4	3	+1
5	5	0	3	4	-1
4	3	+1	4	3	+1
4	4	0	4	4	0
3	4	-1	4	5	-1
4	2	+2	5	3	+2
5	4	+1	3	2	+1
4	2	+2	4	4	0
4	4	0	4	4	0
5	5	0	5	2	+3
4	5	-1	3	3	0
4	5	-1	3	4	-1
5	5	0	5	3	+2
3	3	0	3	5	-2
5	3	+2	5	4	+1
5	5	0	4	4	0
3	4	-1	4	4	0
5	5	0			
5	5	0			
3	4	-1			
3	4	-1			
5	3	+2			

$\Sigma(+D) = 67$

$\Sigma(-D) = 25$

$\Sigma D = 42$

$(\Sigma D)^2 = 1764$

$\Sigma D^2 = 164.00$

$(\Sigma D)^2/N = 17.64$

$\Sigma d^2 = 146.36$

$\bar{D} = .42$

$s^2 = 1.4636$

$s = 1.2098$

Questions 9 - 34

Interesting

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D	
5	5	0	3	3	0	$\Sigma(+D) = 69$
4	5	-1	4	4	0	$\Sigma(-D) = 21$
4	4	0	4	3	+1	
4	1	+3	4	1	+3	$\Sigma D = 48$
4	4	0	4	2	+2	
4	4	0	4	4	0	$(\Sigma D)^2 = 2304$
5	1	+4	3	3	0	
5	4	+1	5	4	+1	$\Sigma D^2 = 176.00$
4	2	+2	4	3	+1	
4	3	+1	4	2	+2	$(\Sigma D)^2/N = 23.04$
4	2	+2	3	3	0	
4	5	+1	3	4	-1	$\Sigma d^2 = 152.96$
4	4	0	4	2	+2	
4	4	0	3	4	-1	
5	3	+2	4	4	0	
2	3	-1	5	5	0	$\bar{D} = .48$
5	4	+1	5	3	+2	
3	3	0	4	4	0	$s^2 = 1.5296$
2	2	0	5	5	0	
4	3	+1	3	4	-1	
4	4	0	4	3	+1	$s = 1.2368$
4	4	0	3	4	-1	
2	5	-3	5	3	+2	
4	4	0	4	5	-1	
5	5	0	5	4	+1	
4	4	0	3	3	0	
4	1	+3	4	4	0	
4	5	01	4	4	0	
4	3	+1	5	3	+2	
5	3	+2	5	3	+2	
5	3	+2	3	3	0	
5	5	0	3	3	0	
4	4	0	3	3	0	
3	3	0	4	0	+4	
4	3	+1	4	3	+1	
4	2	+2	4	3	+1	
4	4	0	3	4	-1	
4	4	0	5	3	+2	
5	5	0	3	4	-1	
4	5	-1	3	4	-1	
5	5	0	4	3	+1	
4	4	0	5	4	+1	
5	3	+2	5	4	+1	
5	4	+1	4	4	0	
4	4	0	4	3	+1	
5	5	0	3	2	+1	
4	4	0	2	5	-3	
3	4	-1	5	3	+2	
5	5	0	3	4	-1	
4	3	-1	4	4	0	

QUESTIONS 10 - 35

Completeness

After (White)	Before (Blue)	D	After (WHITE)	Before (BLUE)	D	
5	3	+2	4	5	-1	$\Sigma(+D) = 82$
4	4	0	4	4	0	$\Sigma(-D) = \underline{29}$
4	3	+1	5	1	+4	$\Sigma D = 53$
4	3	+1	5	3	+2	$(\Sigma D)^2 = 2809$
4	4	0	3	4	-1	$\Sigma D^2 = 201.00$
4	3	+1	4	3	+1	$(\Sigma D)^2/N = \underline{28.09}$
4	1	+3	3	3	0	$\Sigma x^2 = 172.91$
5	4	+1	5	4	+1	
4	3	+1	4	2	+2	$\bar{D} = .53$
4	2	+2	3	3	0	$s^2 = 1.7291$
4	2	+2	4	3	+1	$s = 1.3149$
4	5	-1	4	3	+1	
4	3	+1	3	3	0	
3	3	0	3	3	0	
4	2	+2	4	2	+2	
4	3	+1	5	3	+2	
4	4	0	4	4	0	
3	5	-2	4	2	+2	
4	4	0	5	3	+2	
4	3	+1	3	5	-2	
4	3	+1	4	2	+2	
4	5	-1	4	3	+1	
2	3	-1	5	3	+2	
5	4	+1	4	5	-1	
2	1	+1	4	3	-1	
5	5	0	3	5	-2	
3	1	+2	5	4	+1	
4	4	0	5	3	+2	
4	3	+1	5	3	+2	
3	5	-2	3	4	-1	
4	3	+1	2	3	-1	
5	5	0	3	3	0	
4	3	+1	4	4	0	
4	2	+2	4	2	+2	
5	3	+2	4	4	0	
4	3	+1	3	5	-2	
5	4	+1	5	3	+2	
4	5	-1	3	4	-1	
5	5	0	1	5	-4	
4	5	-1	5	5	0	
5	4	+1	5	4	+1	
4	3	+1	4	3	+1	
5	5	0	5	5	0	
5	3	+2	4	4	0	
4	4	0	4	2	+2	
5	5	0	3	5	-2	
3	4	+1	5	4	+1	
4	2	+2	4	4	0	
1	3	-1	4	4	0	
5	3	+2				

QUESTIONS 11 - 36

Up to Date

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D		
3	3	0	3	5	-2	$\Sigma(+D)$	= 81
4	3	+1	4	5	-1	$\Sigma(-D)$	= 21
5	3	+2	4	1	+3	ΣD	= 58
4	2	+2	5	2	+3	$(\Sigma D)^2$	= 3364
4	4	0	2	5	-3	ΣD^2	= 196.00
5	3	+2	4	3	+1	$(\Sigma D)^2/N$	= 33.64
3	1	+2	3	3	0	Σd^2	= 162.36
5	4	+1	4	4	0	$\bar{D}$	= .58
5	3	+2	4	2	+2	s^2	= 1.6236
4	4	0	4	2	+2	s	= 1.2752
4	2	+2	3	4	-1		
4	4	0	4		0		
5	4	+1	4	3	+1		
3	3	0	4	2	+2		
5	2	+3	4	2	+2		
5	4	+1	5	4	+1		
5	4	+1	5	4	+1		
4	3	+1	5	5	0		
3	3	0	5	3	+2		
4	3	+1	4	5	01		
5	5	0	4	3	+1		
5	5	0	4	4	0		
3	2	+1	4	2	+2		
5	5	0	4	4	0		
4	4	0	4	2	+2		
4	4	0	4	4	0		
3	1	+2	3	5	-2		
4	4	0	5	3	+2		
	2	+2	5	4	+1		
5	3	+1	4	2	+2		
4	4	0	5	3	+2		
5	4	+1	3	4	-1		
5	4	+1	4	4	0		
4	4	0	5	3	+1		
4	3	+1	4	4	0		
4	3	+1	3	5	-2		
5		+1	4	3	+1		
4	5	-1	3	4	-1		
4	5	-1	3	3	0		
4	5	-1	5	2	+3		
4	5	-1	4	3	+1		
4	3	+1	4	2	+2		
5	5	0	3	3	0		
5	5	0	3	4	-1		
4	4	0	4	1	+3		
5	4	+1	1	5	-4		
4	4	0	5	4	+1		
4	3	+1	4	4	0		
2	2	0	4	4	0		
4	3	+1					

QUESTIONS 6 - 31

Helpfulness

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D
4	4	0	2	1	+1
4	4	0	2	3	-1
5	3	+2	4	4	0
4	1	+3	4	2	+2
4	4	0	5	4	+1
5	4	+1	4	4	0
4	2	+2	3	3	0
5	5	0	3	3	0
4	2	+2	3	4	-1
2	2	0	4	4	0
4	4	0	3	3	0
4	4	0	1	2	-1
3	3	0	3	3	0
4	2	+2	4	5	-1
4	4	0	5	2	+3
4	4	0	5	2	+3
4	4	0	3	4	-1
2	2	0	4	3	+1
4	2	+2	4	4	0
4	4	0	4	3	+1
4	4	0	3	2	+1
2	3	-1	5	5	0
5	3	+2	1	2	-1
4	2	+2	4	3	+1
4	4	0	4	4	0
3	1	+2	5	5	0
4	5	-1	4	3	+1
5	3	+2	1	1	0
3	4	-1	3	3	0
4	3	+1	4	4	0
5	4	+1	3	3	0
4	4	0	4	2	+2
5	3	+2	3	4	-1
5	4	+1	4	4	0
4	2	+2	3	3	0
3	4	-1	5	4	+1
5	5	0	3	4	-1
4	4	0	3	3	0
4	3	+1	4	4	0
5	4	+1	3	2	+1
4	3	+1	3	2	+1
3	4	-1	4	5	-1
4	4	0	4	4	0
4	4	0	4	4	0
3	2	+1	2	4	-2
1	3	-2	1	2	-1
3	2	+1	4	3	+1
5	4	+1	4	4	0
4	5	-1			

$\Sigma(+D) = 56$

$\Sigma(-D) = 20$

$\Sigma D = +36$

$\Sigma(D)^2 = 1296$

$\Sigma D^2 = 124.00$

$(\Sigma D)^2/N = 12.96$

$\Sigma d^2 = 111.04$

$\bar{D} = +.36$

$s^2 = 1.1104$

$s = 1.0537$

QUESTIONS 7 - 32

Understandability

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D	After (White)	Before (Blue)	D
5	4	+1	4	5	-1	4	4	0
4	4	0	5	5	0	3	4	-1
4	4	0	4	3	+1	5	5	0
4	2	+2	5	3	+2	4	3	+1
4	4	0	5	5	0	4	3	+1
4	4	0	4	4	0	5	5	0
4	1	+3	5	4	+1	3	3	0
5	5	0	5	4	+1	4	4	0
4	3	+1	4	4	0	3	3	0
3	3	0	4	4	0	4	3	+1
4	2	+2	5	3	+2	3	4	-1
5	4	+1	4	4	0	5	4	+1
4	4	0	4	4	0	3	3	0
4	4	0	5	4	+1	2	3	-1
4	2	+2	5	3	+2	4	3	+1
4	4	0	3	3	0	4	2	+2
5	4	+1	4	4	0	4	3	+1
4	4	0	4	2	+2	4	4	0
3	3	0	5	4	+1	3	3	0
4	3	+1	3	4	-1	4	4	0
5	5	0	3	4	-1	2	3	-1
4	4	0	3	4	-1	4	4	0
3	4	-1	3	4	-1			
4	5	-1	4	4	0			
2	3	-1	3	3	0			
4	4	0	3	3	0			
3	1	+2	5	4	+1			
4	5	-1	4	3	+1			
5	3	+2	5	4	+1			
5	4	+1	5	3	+2			
4	3	+1	5	3	+2			
4	5	-1	3	4	-1			
3	3	0	4	4	0			
4	3	+1	4	4	0			
5	4	+1	4	3	+1			
3	3	0	4	2	+1			
4	4	0	4	5	-1			
5	5	0	5	3	+2			
4	5	-1	4	3	+1			

$\Sigma(+D)$ = 52

$\Sigma(-D)$ = 16

ΣD = +39

$(\Sigma D)^2$ = 1521

ΣD^2 = 104.00

$(\Sigma D)^2/N$ = 15.21

Σd^2 = 88.79

$\bar{D}$ = +.39

s^2 = .8879

s = .9476

QUESTIONS 8 - 33

Realism

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D
4	4	0	4	4	0
4	5	-1	4	4	0
4	3	+1	4	4	0
4	2	+2	5	1	+4
4	4	0	2	2	0
4	3	+1	4	4	0
4	2	+2	3	2	+1
5	5	0	5	4	+1
4	2	+2	4	4	0
4	3	+1	3	3	0
4	2	+2	3	5	-2
4	4	0	4	3	+1
4	4	0	3	3	0
5	4	+1	3	3	0
4	2	+2	5	4	+1
3	5	-2	4	3	+1
5	4	+1	5	3	+2
4	5	-1	3	4	-1
5	5	0	4	4	0
4	0	+4	3	3	0
4	5	-1	4	3	+1
4	4	0	4	4	0
3	4	-1	4	2	+2
5	5	0	3	4	-1
4	4	0	4	3	+1
4	4	0	3	2	+1
4	1	+3	5	3	+2
5	4	+1	5	3	+2
5	3	+2	3	3	0
5	5	0	4	3	+1
4	3	+1	3	4	-1
4	4	0	4	3	+1
3	4	-1	4	4	0
4	2	+2	4	5	-1
5	4	+1	5	3	+2
4	2	+2	3	2	+1
4	4	0	4	4	0
5	5	0	4	4	0
4	5	-1	5	2	+3
4	5	-1	3	3	0
5	5	0	3	4	-1
3	3	0	5	3	+2
5	3	+2	3	5	-2
5	5	0	5	4	+1
3	4	-1	4	4	0
5	5	0	4	4	0
5	5	0			
3	4	-1			
3	4	-1			
5	3	+2			

$\Sigma(+D) = 66$

$\Sigma(-D) = 21$

$\Sigma D = +45$

$(\Sigma D)^2 = 2025$

$\Sigma D^2 = 161.00$

$(\Sigma D)^2/N = 20.25$

$\Sigma d^2 = 140.75$

$\bar{D} = +.45$

$s^2 = 1.4075$

$s = 1.1864$

QUESTIONS 9 - 34

Interesting

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D
5	5	0	3	3	0
4	5	-1	4	4	0
4	4	0	4	3	+1
4	1	+3	4	1	+3
4	4	0	4	2	+2
4	4	0	4	4	0
5	1	+4	3	3	0
5	4	+1	5	4	+1
4	2	+2	4	3	+1
4	3	+1	4	2	+2
4	2	+2	3	3	0
4	5	+1	3	4	-1
4	4	0	4	2	+2
4	4	0	3	4	-1
5	3	+2	4	4	0
2	3	-1	5	5	0
5	4	+1	5	3	+2
3	3	0	4	4	0
2	2	0	5	5	0
4	3	+1	3	4	-1
4	4	0	4	3	+1
4	4	0	3	4	-1
2	5	-3	5	3	+2
4	4	0	4	5	-1
5	5	0	5	4	+1
4	4	0	3	3	0
4	1	+3	4	4	0
4	5	-1	4	4	0
4	3	+1	5	3	+2
5	3	+2	5	3	+2
5	3	+2	3	3	0
5	5	0	3	3	0
4	4	0	3	3	0
3	3	0	4	0	+4
4	3	+1	4	3	+1
4	2	+2	4	3	+1
4	4	0	3	4	-1
4	4	0	5	3	+2
5	5	0	3	4	-1
4	5	-1	3	4	-1
5	5	0	4	3	+1
4	4	0	5	4	+1
5	3	+2	5	4	+1
5	4	+1	4	4	0
4	4	0	4	3	+1
5	5	0	3	2	+1
4	4	0	2	5	-3
3	4	-1	5	3	+2
5	5	0	3	4	-1
4	3	+1	4	4	0

$\Sigma(+D)$ = 70

$\Sigma(-D)$ = 20

ΣD = +50

$(\Sigma D)^2$ = 2500

ΣD^2 = 176.00

$(\Sigma D)^2/N$ = 25.00

Σd^2 = 151.00

$\bar{D}$ = +.50

s^2 = 1.5100

s = 1.288

QUESTIONS 10 - 35

Completeness

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D	
5	3	+2	4	5	-1	$\Sigma(+D)$ = 81
4	4	0	4	4	0	$\Sigma(-D)$ = 30
4	3	+1	5	1	+4	ΣD = +51
4	3	+1	5	3	+2	$(\Sigma D)^2$ = 2601
4	4	0	3	4	-1	ΣD^2 = 200.00
4	3	+1	4	3	+1	$(\Sigma D)^2/N$ = 26.01
4	1	+3	3	3	0	Σd^2 = 173.99
5	4	+1	5	4	+1	$\bar{D}$ = +.51
4	3	+1	4	2	+2	s^2 = 1.7399
4	2	+2	3	3	0	s = 1.3190
4	2	+2	4	3	+1	
4	5	-1	4	3	+1	
4	3	+1	3	3	0	
3	3	0	3	3	0	
4	2	+2	4	2	+2	
4	3	+1	5	3	+2	
4	4	0	4	4	0	
3	5	-2	4	2	+2	
4	4	0	5	3	+2	
4	3	+1	3	5	-2	
4	3	+1	4	2	+2	
4	5	-1	4	3	+1	
2	3	-1	5	3	+2	
5	4	+1	4	5	-1	
2	1	+1	4	3	+1	
5	5	0	3	5	-2	
3	1	+2	5	4	+1	
4	4	0	5	3	+2	
4	3	+1	5	3	+2	
3	5	-2	3	4	-1	
4	3	+1	2	3	-1	
5	5	0	3	3	0	
4	3	+1	4	4	0	
4	2	+2	4	2	+2	
5	3	+2	4	4	0	
4	3	+1	3	5	-2	
5	4	+1	5	3	+2	
4	5	-1	3	4	-1	
5	5	0	1	5	-4	
4	5	-1	5	5	0	
5	4	+1	5	4	+1	
4	3	+1	4	3	+1	
5	5	0	5	5	0	
5	3	+2	4	4	0	
4	4	0	4	2	+2	
5	5	0	3	5	-2	
3	4	-1	5	4	+1	
4	2	+2	4	4	0	
1	3	-2	4	4	0	
5	3	+2				

QUESTIONS 11 - 36

Up to Date

After (White)	Before (Blue)	D	After (White)	Before (Blue)	D
3	3	0	3	5	-2
4	3	+1	4	5	-1
5	3	+2	4	1	+3
4	2	+2	5	2	+3
4	4	0	2	5	-3
5	3	+2	4	3	+1
3	1	+2	3	3	0
5	4	+1	4	4	0
5	3	+2	4	2	+2
4	4	0	4	2	+2
4	2	+2	3	4	-1
4	4	0	4	4	0
5	4	+1	4	3	+1
3	3	0	4	2	+2
5	2	+3	4	2	+2
5	4	+1	5	4	+1
5	4	+1	5	4	+1
4	3	+1	5	5	0
3	3	0	5	3	+2
4	3	+1	4	5	-1
5	5	0	4	3	+1
5	5	0	4	4	0
3	2	+1	4	2	+2
5	5	0	4	4	0
4	4	0	4	2	+2
4	4	0	4	4	0
3	1	+2	3	5	-2
4	4	0	5	3	+2
4	2	+2	5	4	+1
5	3	+2	4	2	+2
4	4	0	5	3	+2
5	4	+1	3	4	-1
5	4	+1	4	4	0
4	4	0	5	3	+1
4	3	+1	4	4	0
4	3	+1	3	5	-2
5	4	+1	4	3	+1
4	5	-1	3	4	-1
4	5	-1	3	3	0
4	5	-1	5	2	+3
4	5	-1	4	3	+1
4	3	+1	4	2	+2
5	5	0	3	3	0
5	5	0	3	4	-1
4	4	0	4	1	+3
5	4	+1	1	5	-4
4	4	0	5	4	+1
4	3	+1	4	4	0
2	2	0	4	4	0
4	3	+1			

$\Sigma(+D)$ = 82

$\Sigma(-D)$ = 23

ΣD = +59

$(\Sigma D)^2$ = 3481

ΣD^2 = 199.00

$(\Sigma D)^2/N$ = 34.81

Σd^2 = 164.19

$\bar{D}$ = +.59

s^2 = 1.6419

s = 1.2814

APPENDIX O

MELVIN C. GRANT, PRINCIPAL
VIRGIL E. DUEA, VICE PRINCIPAL
DONALD E. TARR, DEAN

TELEPHONE: 463-5551

Mount Miguel High School

GROSSMONT UNION HIGH SCHOOL DISTRICT
1800 SWEETWATER ROAD, SPRING VALLEY, CALIFORNIA 92077

COUNSELORS:
MRS. VENALEE FIELD
MR. GEORGE GLAESER
MRS. VELA GWIN
MR. JOHN KLEINFELTER
MR. CHARLES MOSSE

June 5, 1967

Dr. Edwin Whitfield
Guidance Coordinator
6401 Linda Vista Road
San Diego, California

Dear Dr. Whitfield:

The faculty and students of Mount Miguel High School wish to thank you and the San Diego County Career Information Center for the V.I.E.W. project for 1966-67.

The students, teachers and counselors have made excellent use of the Reader-Printer and Reader in many ways. Students of all grades 9-12 have been stimulated by this new and unique way of presenting vocational information.

V.I.E.W. materials were demonstrated Parent Nights and at PTA meetings. Classroom use in the Mount Miguel High School Reading Clinic and Title I ESEA Compensatory Education classes helped to motivate students with special needs. Teachers and counselors used the information to obtain current facts.

We certainly hope to continue in the V.I.E.W. project for the 1967-68 school year.

Cordially,

Virgil E. Duea / o.r.

Virgil E. Duea
Vice Principal

VED:ar

el capitan
HIGH SCHOOL

RUSSELL SAVAGE, PRINCIPAL/PROJECT DIRECTOR
JAMES R. PEACE, ADMINISTRATIVE VICE PRINCIPAL
W. FRANK RAMSEY, STUDENT SERVICES VICE PRINCIPAL

TELEPHONE 443-1083

10410 ASHWOOD STREET, LAKESIDE, CALIFORNIA 92040

June 6, 1967

Dr. Edwin A. Whitfield, Guidance Coordinator
Department of Education, San Diego County
6401 Linda Vista Road
San Diego, California 92111

Dear Dr. Whitfield:

The account of your Career Information Center View Project, appearing in this month's "Education Newsletter", besides being quite interesting and informative, suggests a possible solution to our problem of providing career information to our students at El Capitan High School.

As you may know, this high school will be going into flexible scheduling next year, and as a result, I expect more interest to be shown by our students in counseling services, particularly in the vocational area. Consequently, would it be possible for El Capitan to be included in your program for next year?

I have investigated the possibility of renting the required equipment, but the costs would be prohibitive. If you could extend your services to us, our students and I would be most appreciative. Thank you for your consideration of this request.

Sincerely yours,

J. RICHARD BROWN
Counselor

JRB:as
cc: Russell H. Savage, Principal

COUNSELORS: SAMUEL M. CICCATI WINFIELD A. DEAN JOHN D. MATES RICHARD J. BROWN

TAMALPAIS UNION HIGH SCHOOL DISTRICT

LARKSPUR, CALIFORNIA, 94939
TELEPHONE 924-1800

TAMALPAIS HIGH SCHOOL, MILL VALLEY, 94943
TELEPHONE 388-3292

SIR FRANCIS DRAKE HIGH SCHOOL, SAN ANSELMO, 94960
TELEPHONE 453-8770

REDWOOD HIGH SCHOOL, LARKSPUR, 94939
TELEPHONE 924-3410

CHESTER G. CARLISLE
SUPERINTENDENT

February 24, 1967

Edwin A. Whitfield
Guidance Coordinator
Department of Education
6401 Linda Vista Road
San Diego, California

Dear Mr. Whitfield:

I am very pleased to report to you that we have made considerable progress at our school toward inaugurating the VIEW program here this semester. Our sincere thanks go to you and to your interest in explaining the project to us during the C.C.G.A. convention.

We were very fortunate to find that a reader-printer was available in our district office which had limited use. We are in the process of having that piece of equipment transferred to our school and purchasing an adapter to handle the VIEWScript microfilm aperture cards. When that is done, we plan to locate the reader-printer in our Counseling Office.

So, as you can see, we are much indebted to you for passing on to us the enthusiasm you have for the project. When we saw you last in San Diego, none of us believed that I would be writing you so soon to ask that you send us the microfilm aperture cards in order for us to begin to offer this valuable vocational information service to our students.

Please consider this then our formal request to be included as a participating school in the VIEW program.

Sincerely,

Cyril Beattie

Cyril Beattie
Counselor
Tamalpais High School

CB:jd

OCEANSIDE-CARLSBAD UNION HIGH SCHOOL DISTRICT

CARLSBAD HIGH SCHOOL
OCEANSIDE HIGH SCHOOL

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Oceanside, California 92054

ALFRED D. LAFLEUR
Superintendent

CALVIN GABRIEL
Business Manager

June 19, 1967

Dr. Edwin A. Whitfield
County Department of Education
6401 Linda Vista Road
San Diego, California 92111

Dear Dr. Whitfield:

It is my understanding that project VIEW will be continued for this district for the 1967-68 school year. We have greatly appreciated having this project located at Carlsbad High School and I believe good use has been made of it.

My purpose in writing you at this time is to thank you for making this material available to us and to request that it be located at Oceanside High School for the 1967-68 school year. There is a great deal of interest expressed by the counsellors in this program and I am sure that maximum utilization will be made.

Sincerely yours,

Alfred D. Lafleur

Alfred D. Lafleur
District Superintendent

ADL:a
cc: Miss Walker
    Mr. Holton

Chula Vista High School
Sweetwater Union High School District

OFFICE OF THE PRINCIPAL
820 FOURTH AVENUE
CHULA VISTA, CALIFORNIA

June 19, 1967

Dr. Edwin A. Whitfield, Guidance Coordinator
Department of Education
6401 Linda Vista Road
San Diego, California 92111

Dear Mr. Whitfield:

We appreciate the opportunity to have used the View machines this year as provided through the county office. Our students have used the materials to their advantage.

If possible, we would like to retain the equipment and materials which have been loaned to us for the school year 1967.68.

Sincerely,

Russell Vance
Principal

RV:mf

DEPARTMENT OF MANPOWER AND IMMIGRATION
CANADA
MINISTÈRE DE LA MAIN-D'OEUVRE ET DE L'IMMIGRATION

OUR FILE NO.
Notre dossier n° ....

14th Floor,
Royal Bank Building,
220 Portage Avenue,
Winnipeg 1, Manitoba,
Canada,
June 7, 1967.

Dr. Edwin A. Whitfield,
Guidance Co-ordinator,
Department of Education,
San Diego County,
6401 Linda Vista Road,
San Diego CA 92111, California,
U.S.A.

Dear Dr. Whitfield:

Please accept my sincere appreciation for the time and effort that you devoted to my recent visit to investigate VIEW. I have explained this program to my colleagues back here in Winnipeg and they have all expressed a great deal of interest and excitement about its possibilities.

It will be some time before we have been able to study the 500-odd pages of material which you kindly passed along to me. Until we have done this, we won't be able to make a proper judgment as to its application in Canada and in our particular area.

I am assuming that we will be hearing from the 3M Company through the contacts you mentioned. In case you are interested, I will keep you informed of any positive developments which occur as a result of my visit with you.

Once again, I would like to express my sincere gratitude for a very interesting and memorable experience in San Diego.

Yours truly,

E. E. Robertson, Chief,
Operational Support Services.

1867 | 1967
CANADA

M. & I. 164

GROSSMONT COLLEGE
GROSSMONT JUNIOR COLLEGE DISTRICT

8800 GROSSMONT COLLEGE DRIVE. EL CAJON. CALIFORNIA 92020
TELEPHONE: (714) 465-1700

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E. F. METZGAR, VICE PRESIDENT, INSTRUCTIONAL SERVICES

May 31, 1967

Dr. Edwin A. Whitfield
Guidance Coordinator
Department of Education
6401 Linda Vista Road
San Diego, California 92111

Dear Ed:

Grossmont College intends to purchase the Reader-Printer and the Reader which we have used this year. The monies for these purchases are in our budget for next year.

We look forward to receiving the VIEW aperture cards. We are currently considering whether or not this material should be placed in the Library with the other vocational materials. As the file of materials becomes larger, utilization will increase.

We are currently collecting the data for your end-of-year report.

Cordially,

Larry

Laurance E. Coons
Dean of Guidance Services

LEC:mm

SOUTHWESTERN
COLLEGE
5400 Otay Lakes Road / Chula Vista, California 92010 Phone 420-1080

June 1, 1967

Dr. Edwin A. Whitfield
Guidance Coordinator
Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California

Dear Dr. Whitfield:

I would like to report on the success of the VIEW project at Southwestern College. During the Spring Semester of 1967, the aperture cards have received daily use. A number of students have returned for the study of additional careers and have brought in friends to investigate the careers of their choice.

It is unfortunate that prior to this semester, the equipment was housed in a testing room and not readily available to students except upon request. With the installation of the necessary power lines and outlets, the equipment was moved to the waiting room of the Counseling Center where it is now used extensively.

Also of great importance was the adding of careers other than those directly related to a hospital. The constant up-dating of career information and the addition of new careers makes this the most valuable career information on campus.

It is our sincere hope that this service be continued and improved as it provides an invaluable service to the students of Southwestern College.

Sincerely,

Robert H. Mills
Counselor, Southwestern College

RHM:jam

CARLSBAD
HIGH SCHOOL

3557 MONROE STREET
CARLSBAD, CALIFORNIA 92008

OCEANSIDE-CARLSBAD UNION HIGH SCHOOL DISTRICT
Alfred D. Lafleur, Superintendent

Jean E. Walker, Principal
Lynn L. Davies, Assistant Principal

June 20, 1967

Dr. Edwin A. Whitfield
County Department of Education
6401 Linda Vista Road
San Diego, California 92111

Dear Dr. Whitfield,

Please accept my appreciation for the opportunity to participate in project VIEW during this past school year. Good use has been made of it and I know our students have benefited from the experience.

Sincerely,

Jean E. Walker

Jean E. Walker
Principal

JW:d

June 8, 1967

Dr. Glen N. Pierson
Pupil Personnel Services
San Diego County Department of Education
6401 Linda Vista Road
San Diego, California 92111

Dear Dr. Pierson:

I would like to request that Coronado High School be entered in the 1967-68 Career Information Center Project.

We will have the viewing equipment available in our library and feel that this is a very worthwhile program.

Sincerely yours,
Paul N. Shaler /dlw
Paul N. Shaler
Guidance Director

PNS:dlw

Copy to: Dr. E. A. Whitfield

COPY

CARLSBAD
HIGH SCHOOL

3557 Monroe Street
Carlsbad, California 92008

OCEANSIDE-CARLSBAD UNION HIGH SCHOOL DISTRICT
Alfred D. Lafleur, Superintendent

Jean E. Walker, Principal
Lynn L. Davies, Assistant Principal

June 6, 1967

Edwin A. Whitfield, Ed.D.
Guidance Coordinator
Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California 92111

Dear Dr. Whitfield:

Let me take this opportunity to state our school's appreciation for being selected for participation in this year's VIEW project. Although, we consider the program meaningful, and desirable, there is always the problem of implementing any new services. In this respect, it took about one semester for students to become sufficiently interested in the machines. This might be because of normal reactions by youngsters. Then again the initial response was one of disappointment since many vocations were not then available on aperture cards, or were not as yet on file.

Because of crowded facilities, the machines were placed in a third office in the counseling wing. Unfortunately, this office is occupied by the District Psychologist on Tuesdays and Thursdays so that the machines were not available for use on those days. A more desirable situation would be placing the machines in a more accessible location, as the library. Unfortunately, our housing problem did not permit such a placement.

The most effective use of the machines was made by students enrolled in Driver Education and Civics. Each of these classes has a vocational unit and the teachers used VIEW as one reference source.

I hope these few comments will be of value to you.

Sincerely,

Robert A. Wood

Robert A. Wood,
Head Counselor

RAW/ma

SAN DIEGO CITY SCHOOLS
STEPHEN WATTS KEARNY HIGH SCHOOL
7651 WELLINGTON
SAN DIEGO, CALIFORNIA 92111

June 2, 1967

Dr. Edwin A. Whitfield
Guidance Coordinator
Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California 92111

Dear Dr. Whitfield:

This is an informal evaluation of the VIEW project which was located in the counseling office at Kearny High School during the 1966-67 school year.

(1) To introduce the project, it was presented to small group faculty meetings.
(2) Meetings were held involving Dr. Whitfield and other people connected with the project at the Department of Education, San Diego County and the 3-M Corporation.
(3) Meetings were attended at the County Education Center on the project.
(4) We did have individual teachers and students use the materials and machines throughout the year in the counseling office.
(5) Our biggest use came in the classrooms in connection with specific units within the curriculum. We had gratifying results, especially in the Business Education classes.
(6) To familiarize other counseling staffs of the potential of the machines -- our machines were used at Madison High School during January.
(7) The use of the machines was demonstrated at the State-wide California Hospital Convention.
(8) It is difficult to complete an objective evaluation of this type of material as there is no way to measure how the information gained was actually used by the student. What information these machines had on vocational choices can only be determined by the future.
(9) Suggestions for improvement should include additional sets of cards and scanners so that more students could use the material. As the largest item of expense seems to be the printer, one would be sufficient. We sometimes felt that there was an ever present possibility of misuse of the printer. It would help in the operation if additional rolls of printing paper and activator be left with the machine.

Sincerely,

Charles S. Gawle, Counselor
CSG:mf

Chula Vista High School
Sweetwater Union High School District

820 FOURTH AVENUE
CHULA VISTA, CALIFORNIA 92011
PHONE 422-1167

June 7, 1967

Mr. Edwin A. Whitfield, Project Coordinator
Department of Education San Diego County
6401 Linda Vista Road
San Diego, California 92111

Dear Mr. Whitfield:

With the school year coming to a close I would like to take this opportunity to thank you for selecting Chula Vista High School as a participant in the VIEW Project. If at all possible we would like to continue to use the VIEW machine and participate in the study next year.

From conversation with the other counselors, faculty, and students we found an interest and enthusiasm for this approach to providing career information. It gave us, as counselors, a new approach to the non-college student. We also found that it was an excellent tool to use when registering students for the vocational classes.

We wish you continued success in this study and would like to repeat our request for consideration next year.

Sincerely,

nneth Thomas

Kenneth Thomas
Counselor

ds

Escondido Union High School District

240 SOUTH MAPLE
ESCONDIDO, CALIFORNIA, 92025
745 - 8080

ESCONDIDO HIGH SCHOOL
1535 NORTH BROADWAY
ESCONDIDO, CALIF., 92025
745-1051

ORANGE GLEN HIGH SCHOOL
2200 GLEN RIDGE ROAD
ESCONDIDO, CALIF., 92025
746-1540

SAN MARCOS HIGH SCHOOL
1615 ENCINITAS ROAD
SAN MARCOS, CALIF., 92069
744-5944 727-1744

The responsibility of the VIEW Project for the school year 1966-67 was assigned to me as the vocational counselor. My major assignment is as the guidance counselor for all ninth grade students. Consequently, I have not been able to spend as much time as I wanted on VIEW. A full-time vocational counselor could certainly do greater justice to it.

I have had difficulty getting the teachers interested in the use of the materials. The major success has been when I have taken the machines into the classrooms for demonstrations and then had the students use them individually in our guidance offices. I have kept the Project in an office adjacent to mine and supervised its use myself; I have not let my office help supervise it. Once again, this has been extremely time consuming in relation to my other duties.

A few students have returned at a later time to use the materials, but very few have consulted the counselors as a result of using VIEW. The reverse has been true more often - if vocational plans have been a part of a conference, the counselor has referred the student to the Project.

I believe that the aperture card approach to vocational information is much more interesting and informative for certain students than the other means of dissemenating this information which we have been using in our school.

Arlene Gardiner

(Mrs.) Arlene Gardiner
Vocational Counselor
Escondido High School

POWAY
UNIFIED
SCHOOL
DISTRICT

DANIEL L. PREDOVICH
SUPERINTENDENT OF SCHOOLS

POWAY 748-2000
SAN DIEGO 275-5880
AREA CODE 714

13626 TWIN PEAKS ROAD • POWAY, CALIFORNIA 92064

May 31, 1967

Edwin A. Whitfield
Guidance Coordinator
Department of Education
6401 Linda Vista Road
San Diego, California 92111

Dear Mr. Whitfield:

The consensus of the counseling staff in the Poway Unified School District is that the Micro Reader Printer and the Micro Reader is an excellent aid in counseling students.

The equipment is located in the outer guidance office where students of all grade levels may use the materials at their convenience. This availability enables them to pursue national and local information on many occupations and encourages more occupational exploration in an unstructured atmosphere.

All usage of the equipment has been student initiated with no formal introduction, explanation or demonstration by any of the faculty. Some limitations did occur due to supply shortage and to equipment breakdown; however, it was our general feeling that more students actually utilized the information and material than had indicated so in writing.

We are looking forward to participating as a demonstration school again next year and hope that the college profiles, scholarships, and financial aids information will be available for the college gound student.

Sincerely,

Conrad Lee

Conrad Lee
Counselor

CL/bb

FALLBROOK UNION HIGH SCHOOL DISTRICT
P. O. BOX 368 — FALLBROOK, CALIFORNIA 92028
728-1161

James C. McDonald, Superintendent
R. M. Wiestling, Assistant Principal
F. J. Rigney, Business Manager

Stephen P. Hoxie, President
Dr. Laurel W. Shockey
Clark W. Smith
Charlotte L. Wojcik, Clerk
John A. Hankey

January 23, 1967

Dr. Edwin A. Whitfield
San Diego County Education Office
6401 Linda Vista Road
San Diego, California

Dear Dr. Whitfield:

On behalf of the Counseling Department of Fallbrook High School, I want to express my appreciation for View as used in the Career Centers.

We know it will be most helpful to us and we especially appreciate your efforts in making it available to us.

Sincerely yours

Mary Grigsby

(Mrs.) Mary Grigsby
Senior Counselor

MG:cb

APPENDIX P

SAN DIEGO STATE COLLEGE

Educational Services To The Community

286 - 6111 SAN DIEGO, CALIFORNIA 92115

EDUCATION X - 197 PROBLEMS IN EDUCATION

WORKSHOP IN THE STUDY OF ENTRY OCCUPATIONS

This workshop will enable a limited number of junior college and high school counselors to study and observe the occupational patterns of selected organizations in business and industry and to relate their experiences to the career and educational counseling programs of the secondary schools and junior colleges.

The chief objective of the workshop will be to familiarize counselors with entry occupations in a selected group of participating business and industrial firms in the greater San Diego area. Emphasis will be on developing competence in assisting the young adult to plan for entry into the labor market with high school or junior college terminal education.

Participants will spend four weeks on the job and two weeks in the classroom. The classroom activities will be carefully articulated with the participants' experiences on the job.

Each participant will register for 3 units of upper division credit and will be compensated by his cooperating organization as a temporary employee. Compensation will be $400 for the four weeks and the participant will be on the job forty hours a week at his business or industrial location.

During the first and sixth week, the participants will meet at San Diego County, Department of Education each day; and during the weeks two through five, the participants will meet one evening per week at the Department of Education or the business location for a seminar activity. Class limited to twenty students.

Date: June 27 - August 5, 1966
Time: On the job - 40 hour week
In the classroom - 9:00 a.m. - 3:00 p.m.
Fee: $39.00 ($13.00 per unit)

Instructional Consultant: Dr. Robert D. Smith, Assistant Professor of Education and Coordinator of Junior College Programs for San Diego State College (286-6133)

For further information and application forms, contact the program director

Martin Gerstein, Guidance Coordinator
Pupil Personnel Services Department
Department of Education, San Diego County
6401 Linda Vista Road, San Diego 92111
Telephone: 278-6400, Ext. 310 or 332

QUALIFICATIONS:

1. Recent or anticipated experience as a school counselor, or coordinator of placement or work-study programs at the junior college or secondary level.
2. Specific responsibility to the school or college for the improvement of the guidance programs for the coming year.

APPLICATION DEADLINE -- May 13, 1966

Supt. of Schools Dept. of Educ.
San Diego County 3-67

PROBLEMS IN EDUCATION
WORKSHOP IN ENTRY EMPLOYMENT

Summer 1966
June 27 - August 5

Department of Education, San Diego County
San Diego State College

PROGRAM

Monday, June 27	Conference Room 6, Department of Education, San Diego County
9:00 a.m.	Registration and Review of Course Requirements Dr. Robert Smith
10:00 a.m.	Individual Conferences
10:30 a.m.	"The Role of the School Counselor" - taped presentation Dr. Kenneth Hoyt Professor of Education, University of Iowa President, American Personnel and Guidance Association
1:00-3:00 p.m.	"The World of Work and the Individual" A Discussion - Dr. Robert Smith
Tuesday, June 28	Conference Room 6, Department of Education, San Diego County
9:00-12:00 noon	"Innovative and Exemplary Programs of Career and Occupational Information" Martin Gerstein
1:00-3:00 p.m.	Consultant - Dr. Robert Penn, Professor of Psychology, San Diego State College "A Psychologist Looks at Career Development"
Wednesday, June 29	Conference Room 6, Department of Education, San Diego County
9:00-3:00 p.m.	"The World of Work and the Individual" Continued - Dr. Robert Smith
Thursday, June 30	Conference Room 6, Department of Education, San Diego County
9:00-12:00 noon	"The World of Work and the Individual" Continued - Dr. Robert Smith
1:00-3:00 p.m.	Consultant - Dr. Bartholomew Wall, Assistant Professor of Education, San Diego State College "The Counselor and the World of Work"
Friday, July 1	Conference Room 6, Department of Education, San Diego County
9:00 a.m.	Review of Employer Expectations Martin Gerstein

10:00 a.m.	Individual Conferences
10:30-11:30 a.m.	Consideration of Viewpoint Supplement Martin Gerstein
12:00-2:00 p.m.	Luncheon Aztec Room, San Diego State College Speaker - Dr. Charles C. Collins, Dean of Instruction, Grossmont College "Vocational and Educational Counseling--A Crucial Function"
2:00-3:00 p.m.	San Diego State College Final Considerations Dr. Robert Smith and Martin Gerstein
July 5-9	On-the-job experiences at assigned business locations
Thursday, July 7	Conference Room 6, Department of Education, San Diego County
7:00-9:00 p.m.	Seminar I "A Time to Growl and Ventilate"
July 11-16	On-the-job experiences at assigned business locations
Thursday, July 14	Conference Room 6, Department of Education, San Diego County
7:00-9:00 p.m.	Seminar II - Miss Odessa Dubinsky, Area Analyst, Southern Area Office, California Department of Employment, Santa Ana "The Labor Market Outlook and the Future in California"
July 18-23	On-the-job experiences at assigned business locations
Thursday, July 21	Conference Room 6, Department of Education, San Diego County
7:00-9:00 p.m.	Seminar III - Dr. Everett Edington, Special Consultant, California State Department of Education, Department of Vocational Education "Ancillary Guidance Programs Under Provisions of the Vocational Education Act"
July 25-30	On-the-job experiences at assigned business locations
Thursday, July 28	Seminar IV - Special Tour

7:00-9:00 p.m.	The Pacific Telephone and Telegraph Company
Monday, August 1	Conference Room 6, Department of Education Education, San Diego County
9:00-12:00 noon	Introduction to writing of Viewpoint Supplement Dr. Robert Smith and Martin Gerstein
1:00-3:00 p.m.	Apprenticeship in San Diego Mr. Case Kellogg, Apprenticeship Consultant, State of California, Department of Industrial Relations, Division of Apprenticeship Standards The Manpower Development and Training Act in San Diego Mr. Rex Ball, Supervisor, Manpower Development and Training Act, California Department of Employment San Diego Office The Neighborhood Youth Corps in San Diego Mr. Leon Williams, Director Neighborhood Youth Corps, San Diego
Tuesday, August 2	Conference Room 6, Department of Education, San Diego County
9:00-12:00 noon	Viewpoint Supplement
1:00-3:00 p.m.	Tour - Career Development Service Department, San Diego City Schools Lawrence Knechtel, Director 12th and E Streets, San Diego
Wednesday, August 3	Conference Room 6, Department of Education, San Diego County
9:00-12:00 noon	"The Special Employment Problems of Minority Youth" Mr. Elijah Smith American Friends Field Service
1:00-3:00 p.m.	Viewpoint Supplement
Thursday, August 4	Conference Room 6, Department of Education, San Diego County
9:00-12:00 noon	Viewpoint Supplement
1:00-3:00 p.m.	Tour - Youth Opportunities Center California Department of Employment Eldon Rowe, Manager 12th and Broadway, San Diego
Friday, August 5	Conference Room 6, Department of Education, San Diego County
9:00-12:00 noon	Viewpoint Supplement
1:00-3:00 p.m.	Picnic Presidio Park, San Diego

PARTICIPATING EMPLOYERS

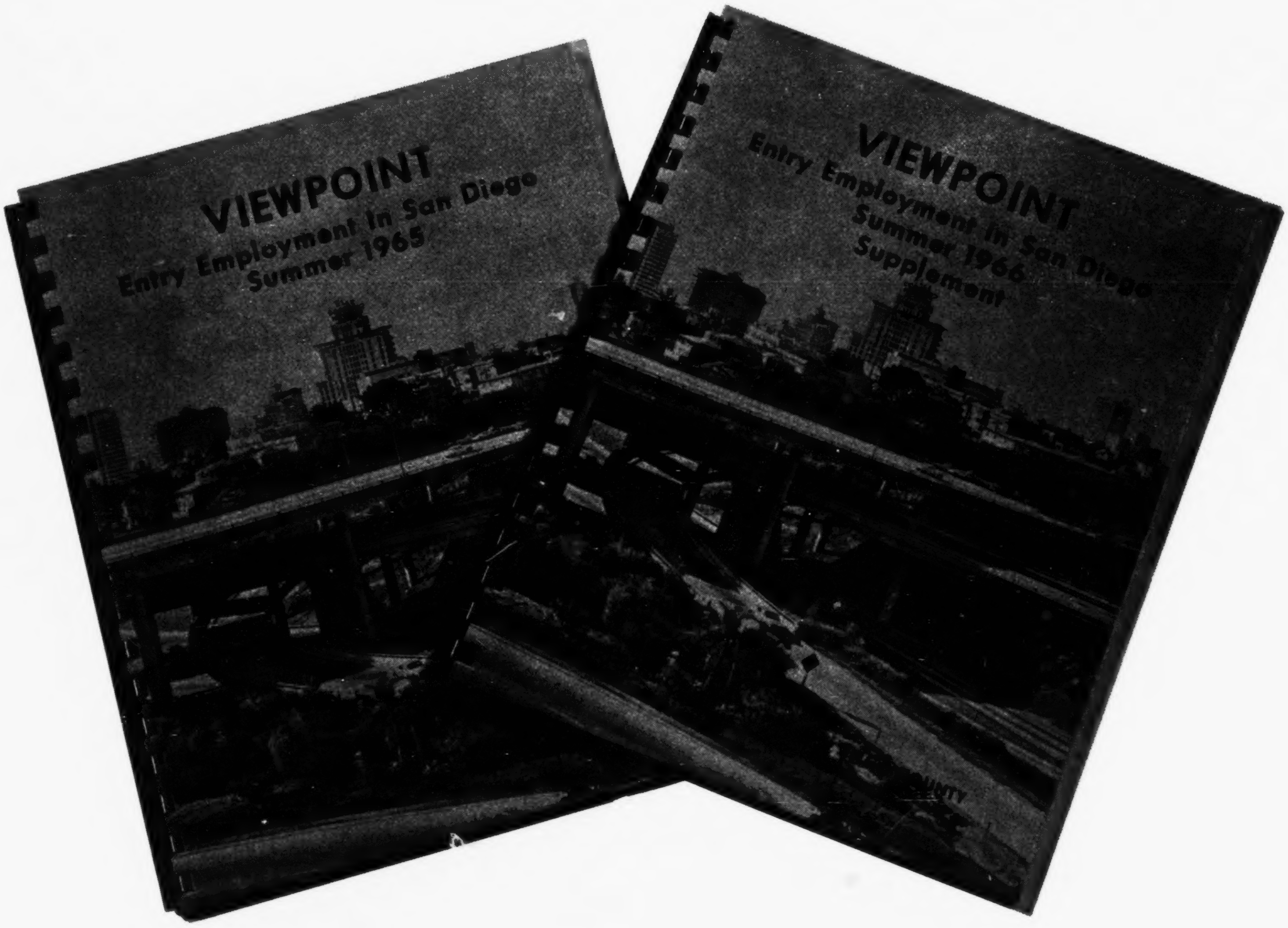
Bank of America
De Falco Food Giant
Eleventh Naval District
First National Bank
Montgomery Ward & Company
Pacific Telephone
Rohr Corporation
San Diego Gas & Electric Company
Sears Roebuck and Company
Security First National Bank
The Broadway Department Stores
The City of San Diego

PROGRAM DIRECTOR

Martin Gerstein
Guidance Coordinator
Department of Education, San Diego County

INSTRUCTIONAL CONSULTANT

Dr. Robert Smith
Associate Professor of Education
Coordinator of Junior College Programs
San Diego State College


VIEWPOINT
Entry Employment in San Diego
Summer 1965
VIEWPOINT
Entry Employment in San Diego
Summer 1966
Supplement
COUNTY

These publications attempt to capture the essence of each counselor's experience in the workshops in entry employment. The workshop participants produced the copy for the publications and copies were distributed to all counselors in the public schools of San Diego County.

Each counselor approached his writing task differently but in each instance there is structure in format. Each business, industry, or agency is introduced by a profile sheet. This is followed by job descriptions of selected entry occupations within the firm, and finally, in most instances, by a narrative impression of the counselor's reactions.

APPENDIX Q

JUNIOR COLLEGE
FOLLOW-UP SURVEY
COMPLETE RESULTS
(PERCENTS)

(See Appendix J for a copy of the Questionnaire)

QUESTION	RESPONSE	BUSINESS N = 166	ELECTRONICS N = 31	DRAFTING N = 27	TOTAL N = 224
.	A	40	100	96	55
	B	59		4	45
.	A	40	13	26	34
	B	44	52	59	47
	C	7	29	11	11
	D	6		4	5
	E	3			3
.	A	21	23	22	21
	B	42	37	41	41
	C	25	23	33	26
	D	3	10		4
	NR*	9	10	4	8
.	A	18	26	33	21
	B	14	10	22	15
	C	5		7	4
	D	14	10	30	12
	E	30	35	7	31
	F	18	19		17
	NR*	1			
.	A	21	26	44	25
	B	1	3	15	1
5. (contd.)	C	20	16	41	19
	D	55	55		54
	E				
	F				
	NR*	2			1
6.	A	58	45	67	58
	B	40	53	33	42
	NR*	1			1
7.	A	49	35	63	49
	B	51	65	37	51
8.	A	48	45	70	50
	B	8	3	4	7
	C	5	3	7	5
	D		3		
	E	2			1
	F	6	6		5
	G	11	19	11	12
	H		3		
	I	1			
	J	1			1
	K	12	3		6
8. (contd.)	L	5	10	7	6
	M				
	N	6	3		5
	O				
	NR*	1			1
9.	A	29	26	33	29
	B	4			3
	C	11	6	7	10
	D	1	3		1
	E	1			
	F	2	3	4	3
	G	4		7	
	H	1			
	I	48	61	48	50
	NR*	1			
10.	A	33	29	41	33
	B	10	3	7	9
	C	11	6	4	10
	D	8	10	7	8
	E	25	45	37	29
	NR*	13	6	4	11

*NR = Non Responses

JUNIOR COLLEGE
FOLLOW-UP SURVEY
COMPLETE RESULTS
(PERCENTS)

(continued)

ION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
	A	19	39	33	24
	B	80	61	67	76
	NR	1			
	A	49	23	41	45
	B	40	74	52	53
	NR	1	3	7	2
	A	16	19	19	17
	B	52	68	59	55
	C	52	13	22	28
	NR	1			
	A	13	10	15	13
	B	19	26	7	19
	C	37	52	56	42
	NR	31	13	22	27
	A	29	32	19	28
	B	10	13	19	12
	C	7	6	15	8
	D	34	45	37	36
	NR	20	3	11	17
	A	6	3	19	5
	B	17	35	19	20

QUESTION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
17. (contd.)	C	51	48	15	54
	D	23	13	37	20
	NR	2			1
18.	A	33	23	26	30
	B	18	19	22	19
	C	19	32	26	21
	D	7	10	11	8
	E	7		7	6
	F	6	10	4	6
	NR	10	6	4	9
19.	A	7	10		6
	B	54	61	63	56
	C	31	19	33	26
	D	7	6	4	6
	E	2	3		2
	NR	1			
20.	A	2			2
	B	10	3	4	8
	C	8		4	7
	D	34	42	33	35
	E	45	52	59	47

QUESTION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
20. (contd.)	NR	1	3		1
21.	A	49	29	30	44
	B	4	3	4	4
	C	6	10	7	7
	D	33	32	41	34
	E	1	6		2
	F	3	16	15	6
	NR	4	3	4	4
23.	A	26	19	33	26
	B	5	13		5
	C	11	10		4
	D	5	10	7	6
	E	9	6	7	8
	F	9	6		8
	G	2	3		2
	H	25	23	33	25
	NR	15	10	19	15
24.	A	5	6	11	6
	B	4	6	4	4
	C	19	26	15	19
	D	4	16	4	5

See attached sheet for Question 12

JUNIOR COLLEGE
FOLLOW-UP SURVEY
COMPLETE RESULTS
(PERCENTS)

(continued)

STION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
4. ntd.)	E	8			6
	F	2		7	3
	G	28	19	26	26
	NR	31	26	33	30
5.	A	27	29	15	26
	B	24	45	22	27
	C	18	6	26	17
	NR	31	26	37	30
6.	A	51	68	48	53
	B	17	10	15	16
	NR	32	23	37	20
7.	A	8	3	7	7
	B	11	6	7	10
	C	22	10	4	18
	D	13	16	26	15
	E	6	13	7	7
	F	4	16	11	6
	G	4	13	4	5
	NR	33	23	33	31
9.	A	20	32	26	22
	B	42	45	33	41

QUESTION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
29. (contd.)	C	26	19	22	25
	D	7			5
	E	1			
	NR	5	3	19	7
30.	A	36	55	22	51
	B	28	26	30	28
	C	13	3	7	11
	NR	24	16	41	25
31.	A	11	19	7	12
	B	17	32	15	19
	C	3			2
	D	2		7	2
	E	8	3	7	8
	F	5	10		5
	G	7		7	6
	H	13	16	11	13
	NR	33	19	44	33
32.	A	29	13	22	26
	B	14	6	4	12
	C	4	10		4
	D	13	29	26	17

QUESTION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
32. (contd.)	E	10	23	11	12
	NR	30	19	37	29
33.	A	53	63	56	55
	B	20	16	7	18
	C	10		4	8
	NR	17	16	33	19
34.	A	19	10	15	17
	B	29	48	19	30
	C	12	13	15	23
	D	5	3	4	5
	E	4		7	4
	NR	31	26	41	32
35.	A	13	13	7	12
	B	27	39	30	29
	C	17	23	7	17
	D	2	3	7	3
	E	10		11	9
	NR	31	23	37	31
36.	A	47	42	37	45
	B	10	23	11	12
	C	5	6	4	5

See attached sheet for Question 28

JUNIOR COLLEGE
FOLLOW-UP SURVEY
COMPLETE RESULTS
(PERCENTS)

(continued)

STION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
36. ntd.)	D	8	13	7	8
	NR	30	16	41	29
37.	A	16	23	19	17
	B	28	39	26	29
	C	11	16	4	11
	D	14	3	11	12
	NR	31	19	41	31
38.	A	27	39	7	26
	B	2	3	4	3
	C	4			3
	D	6	3	11	6
	E	1			1
	F				
	G	2	10		3
	H	4	3	4	4
	I	2			1
	J	11	10	19	12
	NR	40	32	56	41
39.	A	19	10	15	17
	B	23	42	37	28
	NR	57	48	48	55

QUESTION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
40.	A	8	6	7	8
	B	2	10	4	3
	C	8	3	4	7
	D	7	3	4	6
	E	1	3	7	2
	F	1	13	7	4
	G	1			1
	NR	72	55	63	68
41.	A	51	39	44	48
	B	9	19	19	12
	C	5			4
	D	2			1
	E	13	10	11	12
	F	6		7	6
	G	1			1
	H	6	10		6
	NR	8	16	19	10

QUESTION	RESPONSE	BUSINESS	ELECTRONICS	DRAFTING

JUNIOR COLLEGE FOLLOW-UP SURVEY
(PERCENTS)

QUESTION 12

INITIAL COURSE OF STUDY

RESPONSE	BUSINESS	ELECTRONICS	DRAFTING	TOTAL
A Electronics	1	65	0	21
B Engineering	2	16	4	4
C Architectural Drafting	0	0	26	3
D Psychology	0	0	4	0
E Office Machines	1	0	0	1
F General Education	10	3	7	8
G Business Management and Administration	30	0	0	22
H Accounting	11	0	0	8
I Secretarial Science	25	0	0	0
J Data Processing	8	0	0	6
K Drafting	0	0	26	3
L Recreation Administration	1	0	0	0
M Veterinarian	1	0	0	0
N Liberal Arts	2	0	4	2
O Music	2	0	4	2
P Radio-T.V. Service Technician	0	3	0	0
Q Basic Mathematics	1	3	0	1
R Electronic Draftsman	0	0	7	1
S Mechanical Drafting	0	0	11	1
T Pre-Legal	1	0	0	0
U Medial Assisting	1	0	0	0
V Radio-T.V. Broadcasting	0	3	0	0
W Surveying	0	3	0	0
X Business and Art	1	0	0	0
Y Library Science	0	0	0	0
Z Industrial Arts	0	0	0	0
1 Speech Arts	0	0	0	0
2 English	0	0	0	0
3 History	0	0	0	0
4 Home Economics	0	0	0	0
NR	4	3	7	4

JUNIOR COLLEGE FOLLOW-UP SURVEY
(PERCENTS)

QUESTION 28

TITLE OF FIRST JOB AFTER JUNIOR COLLEGE

RESPONSE		BUSINESS	ELECTRONICS	DRAFTING	TOTAL
A	Electronic Test Technician	1	52	0	8
B	Auto Mechanic	1	3	0	1
C	Engineering Draftsman	1	0	11	2
D	Secretarial-Clerical	35	0	4	26
E	Accountant	2	0	0	2
F	Computer Operator and Programmer	4	3	0	4
G	Armed Services	1	0	0	1
H	Accordian Instructor	1	0	0	0
I	Musician--Vocalist	1	0	0	1
J	Teacher's Aide	1	0	0	0
K	Radio-T.V. Service Technician	0	10	0	1
L	Draftsman	0	0	19	2
M	Bailer	1	0	0	0
N	Janitor	1	0	0	0
O	Laborer	2	0	4	2
P	Key-Punch Operator	1	0	0	1
Q	Tabulator Operator	1	0	0	0
R	Production Dispatcher	1	0	0	1
S	General Teller	2	0	0	1
T	Librarian	1	0	0	0
U	Fish Butcher	1	0	0	0
V	Electronic Data Processing Supervisor	1	0	0	0
W	Production Foreman	1	0	0	0
X	Architectural Inspector	0	0	4	0
Y	Electronic Accounting Machine Operator	1	0	0	0
Z	Junior Executive	1	0	4	1
1	Salesperson	1	0	7	1
2	Customer Engineer	0	3	0	0
3	Crystal Finisher	1	0	0	0
4	Senior Engineering Aide	0	0	0	0
5	Manager	0	0	0	0
6	Governess	0	0	0	0
7	Cook	0	0	0	0
8	Painter--house painter	0	0	0	0
9	Florist	0	0	0	0
NR		40	29	48	40